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ABSTRACT

The primary objective of the institute was to provide participants with a more complete understanding of (1) the need for career orientation for rural youth and (2) new concepts and implementation strategies in exemplary programs of career orientation and occupational education at the elementary, junior high, and senior high school levels. To accomplish this objective, a 1-week institute was held in Raleigh, North Carolina, for 72 participants who had been recommended by their state directors of vocational education. The institute consisted of qualified personnel presenting background information and description of model programs for providing career development from kindergarten through grade 12. Participants were assigned to 8 task groups for the purpose of formulating guidelines for the implementation of programs in their own states or institutions. In the document, abstracts of exemplary programs at each educational level are presented, along with background papers that serve as a frame of reference for the development of a total career development education program for rural youth. (JH)

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FINAL REPORT

Institute VI

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ORIENTATION TO NEW CONCEPTS AND PROGRAMS OF CAREER ORIENTATION AND OCCUPATIONAL EDUCATION FOR STUDENTS IN RURAL AREAS

Part of
National Inservice Training Multiple Institutes
for Vocational and Related Personnel
in Rural Areas

James E. (Gene) Bottoms

Center for Occupational Education
North Carolina State University
Raleigh, North Carolina 27607

December 1970

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PREFACE

This is one of a series of reports on Institutes for Vocational and Related Personnel in Rural Areas, carried out by the Southwide Research Coordinating Council through the Center for Occupational Education at Raleigh, North Carolina. This institute was designed to provide participants with a more complete understanding of the need for career orientation for rural youth and of new concepts and implementation strategies in exemplary programs of career orientation and occupational education at the elementary, junior high, and senior high school levels.

The need for rural youth to have a quality program of career orientation and occupational preparation stems from continued farming technological improvements that cause many to leave farm employment in search of better employment opportunities elsewhere. If this transition is to be successful, rural youth must have sufficient knowledge about employment opportunities and their location, and they must have adequate educational preparation, including job skills.

At present, several major problems prevent many rural youth from receiving an adequate career orientation and occupational education program. Among these are: (a) the lack of local commitment to prepare rural youth for employment beyond the local setting; (b) the lack of resources to provide a broad range of secondary and post-secondary vocational offerings; (c) an inadequate program design to maximize existing school and community resources for career orientation and occupational preparation; and (d) a lack of knowledge by existing school staff about careers and the ways in which youth can be exposed to a wide range of careers. This report presents the recommendations developed by institute participants to overcome these and other problems in providing rural youth with adequate career orientation and occupational preparation programs.

Recognition is due the Southwide Research Coordinating Council (which is composed of Directors of Research Coordinating Units from Southern States) for initiating the Multiple Institute Program. Recognition is also due the Planning Council, composed of Institute Directors, for their suggestions that contributed to the overall success of this institute. John Coster, Director of the Center for Occupational Education at Raleigh, North Carolina, and Charles H. Rogers, Director of Multiple Institutes, Center for Occupational Education, Raleigh, North Carolina, are due special recognition for preparing the proposal that led to the funding of the multiple institutes and for their overall leadership and administration in carrying out these institutes.

SUMMARY

GRANT NO.: OEG-0-9-430472-4133(725)

TITLE: Institute VI, Orientation to New Concepts and Programs of Career Orientation and Occupational Education for Students in Rural Areas

PROJECT DIRECTOR: James E. (Gene) Bottoms, Consultant

INSTITUTION: North Carolina State University at Raleigh

TRAINING PERIOD: July 20-31, 1970

Problems, Purposes, and Objectives

The primary objective of this institute was to provide participants with a more complete understanding of the need for career orientation for rural youth--especially the non-college-bound--and of new concepts and implementation strategies in exemplary programs of career orientation and occupational education at the elementary, junior high, and senior high school levels. The secondary objectives were as follows: (a) to study the value of career orientation and occupational preparation in educational programs for all rural elementary, junior high, and senior high school students; (b) to develop familiarity with new concepts in exemplary programs in the occupational aspects of education; (c) to develop the ability to apply these concepts and exemplary programs in developing improved activities to orient students to the world of work and to expand opportunities in vocational and technical education; and (d) to promote and recommend specific objectives and guideline models for the establishment and conduction of such programs and activities.

Procedures and Activities

To accomplish these objectives, a one-week institute was held in Raleigh, North Carolina, during June 21-27, 1970, for 72 participants who had been recommended by their state directors of vocational education. The major difference between this and other, similar institutes was that before a participant was accepted, he had to commit himself to work during the institute on a task that he would implement upon returning to his setting. This commitment created a positive "mental set" towards the institute on the part of participants.

The institute consisted of qualified personnel presenting background information and description of model programs for providing career development from kindergarten through grade 12. Participants were preassigned to eight task groups for the purpose of formulating guidelines for the implementation of programs in their own state or institution. Furthermore, each participant was asked to prepare a statement of intent regarding what he planned to do upon returning to his setting.

Outcomes and Recommendations

The institute produced two significant outcomes. First, the process used to plan and carry out the institute seems to be one that deserves duplication. The institute program--including background papers, exemplary programs, task group assignments, and direction--could serve as a major input to such institutes. If the long-term evaluation of this institute is as positive as the immediate reaction of the participants, duplication of the institute would be worthy of any state's consideration.

The second outcome was the formulation of a set of comprehensive guidelines for a total program of career development education in rural areas. This set of guidelines is backed up by task group reports which provide outlines for the different facets of a total "Career Development Education Program" K through 12. In addition, abstracts of exemplary programs at each educational level are presented along with background papers that serve as a frame of reference for the development of a total career development education program for rural youth.

CHAPTER I

INTRODUCTION

Nature and Significance of the Problem

Bishop (1970), in a background paper prepared for the series of Rural Institutes for Vocational and Related Personnel, indicated some of the changes in economic and social structure taking place in rural America and discussed the implications of these changes for the educational needs of the people. Among the changes and implications pointed out were the following three.

First, as a result of technological improvements in production processes, millions of people have left and continue to leave small farms and villages in search of better employment opportunities elsewhere. In order for this transition to be successful, these people require a higher level of educational preparation than they were previously provided. Those who are likely to change residence when transferring from farm to non-farm employment are under 25, Negro, farm wage workers who reside in relatively prosperous rural areas in close proximity to metropolitan areas. Therefore, education and training at the time of entry into the labor force is important in determining the benefits to be derived from migration. In addition, there is evidence that most decisions to migrate are based on very scanty information. Often the result is that the migrant is disillusioned by what he finds. Thus, for the transition to be of maximum benefit to the individual, he will need information and assistance in planning his most appropriate move.

Second, not only has technological change resulted in migration; it has limited the land-owning opportunities for rural farm male youths to the point that only one in 12 can obtain a farm large enough to provide an adequate family income. It will become increasingly important for farm family members to acquire the education and training necessary to take advantage of off-farm employment, whether in the rural or urban setting. This need is further substantiated by the fact that only ten percent of the sons of farmers and farm managers are employed in agriculture. Clearly, only a very small proportion of the youth living on farms should receive vocational training designed to prepare them for farming.

Third, historically, educational programs in rural areas have been oriented toward meeting what were presumed to be the special education needs of rural people. These "special needs" were defined relative to anticipated occupational choices of rural youth. The great challenge to rural educational institutions, therefore, is to develop educational programs that will provide most residents general and occupational education that is comparable in quality and breadth to that received by urban residents.

Griessman and Densley's (1970) publication on Vocational Education in Rural Areas, used as background material for Institute VI,

describes some of the shortcomings of rural education. Among the problems discussed by these authors regarding career orientation and occupational preparation to rural youth were:

> that for many rural youth the opportunities for occupational education are limited to course offerings in either vocational agriculture or homemaking education.
>
> that the cooperative concept is not widely used in rural areas because of the scarcity of industries and businesses that could appropriately enter into such a cooperative relationship with the schools.
>
> that there is a lack of post secondary vocational education opportunities readily available for rural youth.
>
> that rural schools typically pay low teacher salaries and, thus, all are at a disadvantage in attracting and holding well-qualified teachers.
>
> that rural school leadership tends to operate from the notion that occupational education should focus upon narrowly perceived employment needs of one geographical area rather than on a regional or national basis.
>
> that rural schools today are more traditional and resist change more than urban schools.
>
> that special groups such as minorities and special disadvantaged youth are even more depressed in rural areas due to the lack of needed vocational programs.
>
> that due to limited resources rural schools have inadequate facilities and equipment.

It should be recognized that problems of transition from school to work for rural youth are a concern that extends beyond the rural setting. For the past several decades there has been a steady migration from the rural communities of this country to the urban centers. Too often the rural migrants have lacked job skills and other adaptive skills necessary for success in dealing with the complexities of urban living. Thus, the rural migration has often provided an endless source of individuals who have futher complicated major cities' efforts to deal with urban poverty.

The nature and quality of the day-to-day environment to which many rural youth are exposed serve as a hindrance to their career development. There is a combination of sociological, psychological, and educational factors which serve to limit the career development of rural youth. These include the lack of sufficient role models from a variety of occupational groups and levels with which they might identify. The limited curriculum offerings of rural high schools have served to further narrow each rural youth's exposure to and preparation for the world of work. Because of geographical setting, rural youth are not exposed to major industrial complexes.

Much research has been conducted bearing on similarities and differences among rural, urban, and suburban youth, with respect to interest, values, job seeking awareness, and sophistification. Compared to urban youth, rural youth tend to have lower occupational and educational aspirations. They have less information about jobs, particularly high-level jobs (Haller, Burchinalm, and Taves, 1963; Horner, 1967). A recent study comparing Appalachian youth with Appalachian migrant students in an Ohio city concluded that:

1. Appalachian youth who stay in a geographical area have significantly lower aspirational levels than do those students who are native to an urban area;

2. Appalachian youth have different personal role models and characteristics for success than those students who have migrated from the area; and

3. one of the major problems in raising the occupational aspirations of the Appalachian student appears to be lack of information and opportunity (Stevie and Uhlig, 1967).

In addition, occupational aspirations have been closely tied to the size of the community, particularly for boys (Grigg and Middleton, 1960). Thus, rural youth suffer in varying degrees from occupational illiteracy and a lack of adaptive skills necessary to make the transition from the rural setting to the urban centers where many jobs are located today.

In summary, technological changes continue to force the majority of farm youth to seek employment in non-farm occupations. The very nature of rural society does not provide rural youth with the opportunity to learn about a wide variety of occupations. These factors are further compounded by the failure of many rural education systems to adequately prepare students for the transition to non-farm employment.

Objectives of the Institute

This report concerns one of a series of multiple institutes for vocational and related personnel in rural areas carried out by the Southwide Research Coordinating Council through the Center for Occupational Education at Raleigh, North Carolina. The overall objective of this institute was to provide participants with a more complete understanding of the need for career orientation for rural youth--especially the non-college bound--and of new concepts and implementation strategies in exemplary programs of career orientation and occupational education at the elementary, junior high, and senior high school levels. More specifically, the objectives were as follows:

1. to study the value of career orientation and occupational preparation in educational programs for all rural elementary, junior high, and senior high school students;

2. to develop familiarity with new concepts in exemplary programs in the occupational aspects of education;

3. to develop the ability to apply these concepts and exemplary programs in developing improved activities to orient students to the world of work and to expand opportunities in vocational and technical education; and

4. to promote and recommend specific objectives and guideline models for the establishment and conduction of such programs and activities.

Procedure Used to Accomplish the Objectives

Background information and description of model programs for promoting career development from kindergarten through grade 12 were presented by qualified personnel. The participants were divided into eight task groups for the purpose of formulating guidelines for the implementation of programs in their own state or institution. Also, each participant worked in state committees during the institute and developed plans for implementing certain models presented at the institute--or other models--in his state. In addition, each state committee developed a plan for disseminating in their home states the ideas and recommendations growing out of the institute.

Date, Location, and Participants of the Institute

The institute was held in Raleigh, North Carolina, at the Hotel Sir Walter, June 21-27, 1970. Seventy-two participants attended the institute. Participants were composed of 32 individuals from the local level, 23 from the state level, 14 from colleges and universities, and three from the U.S. Office of Education.

Results of the Institute

Selected quotes made toward the end of the institute reflect the results of the institute as perceived by different participants. A school superintendent stated, "This conference represents a complete change in my philosophical base for education." A vocational teacher educator stated, "I have gotten a lot of good ideas that I can go back home and use." An area school director stated, "I am beginning to see through some windows that I had never seen through before because of this diverse group." An industrial arts supervisor stated, "This conference has enabled me to see how industrial arts can give much greater focus to career development." A local director of vocational education stated, "I like this institute because we have gotten out on the table issues that should have gotten out some time ago."

It is the purpose of this report to present the results of the institute, including (a) a description of the approach used to achieve each objective, (b) background papers, (c) abstracts of exemplary programs in the occupational aspects of education, (d) guideline models developed by participants for implementing exemplary programs, and (e) recommendations regarding specific objectives and guidelines for orientation and occupational education.

This report should serve as a resource guide to teacher education staff, state department of education staff, and local level administrators, teachers, and counselors in designing and implementing a career orientation and occupational education program for rural youth.

CHAPTER II

METHODS AND PROCEDURES

Selection of Participants

The participant mix to be included in each institute was specified in the publication of the Organization and Administrative Studies Branch, Division of Comprehensive and Vocational Education Research, Bureau of Research, Office of Education, U.S. Department of Health, Education, and Welfare, entitled Guidelines and Priorities for Short-Term Training Programs for Professional Personnel Development in Vocational and Technical Education, December, 1968. Thus, a major criterion for selection was that of achieving an appropriate mix of professional personnel from vocational and related fields at all governmental levels who were concerned with the problem area under consideration at each institute.

The procedures followed in selecting the participants were as follows:

1. A brochure was prepared by the director and associate directors of the project describing the multiple institutes program and the individual institutes. The brochure emphasized the content and desired outcomes for the institutes.

2. The brochures were mailed, together with institute application forms, to State Directors of Vocational Education, Directors of Research Coordinating Units, head teacher educators in vocational education, local directors of vocational education, and other persons and agencies that were included in the list of potential participants. These persons were requested to complete applications for institutes or to nominate persons for the institutes.

3. The application form provided information regarding training, experience, interest in the institutes, preferences for institutes, a description of current job assignment relevant to the institute for which the applicant applied, and a statement to the effect that the applicant would be willing to undertake a project, program, or service to implement the models developed in the institute.

4. The applications were evaluated on the basis of training, experience, potentiality for implementing the products of the institute, and commitment to implementation.

5. Final selection of participants was based on the evaluation of the applications, with special attention given to identifying a team of vocational education and related personnel who would participate in each of the institutes from the states that rank high in rural characteristics.

The selection procedures were conducted by the multiple institutes director and associate directors, resulting in the provision to each institute director of a list of participants and alternates for his institute. Upon receipt of this list it became the responsibility of each director to invite the participants and to substitute appropriate alternates whenever necessary.

Procedures Used to Conduct and Evaluate the Institute:

In accomplishing the objectives set for the institute, four major activities were involved. These included (a) background papers, (b) description of exemplary programs, (c) task groups, and (d) preparation of a statement of intent.

In addition to the two background papers that were presented to all of the participants of the rural multiple institutes--"The Changing Educational Needs of Rural People" by C.E. Bishop and "A Guide to Innovation in Education" by Ronald G. Havelock--three others were presented. These were "Overcoming Shortcomings of Past Career Orientation Programs: Implications for Devising Programs for Rural Youth" by Kenneth B. Hoyt; "Relating School Subjects to Career Experiences" by Eldon Ruff; and "Career Development Education K through Post-secondary" by Gene Bottoms. Copies of these papers were made available to participants.

A description of three different exemplary programs was presented from 8:30 to 10:00 a.m. on Tuesday, Wednesday, and Thursday, followed by a question and answer session in the afternoon from 1:30 to 2:30 p.m. For a detailed listing of the exemplary topics presented, see Appendix A which contains the institute agenda. In preparation for his presentation, each presenter was given a list of points to be covered. Participants received a copy of each presentation.

The participants were divided into eight task groups. Each task group was responsible for synthesizing the ideas presented by speakers and the resources that existed within the group into the development of specific objectives and guideline models for the implementation of programs such as those presented at the institute. Participants were assigned to different task groups prior to the institute. A special effort was made to get a cross section in each task group with regard to areas of specialization, such as vocational education, guidance and counseling, and local school system. The participant's letter of acceptance (Appendix B) contained his task group assignment, a description of the different task groups, and an outline to be followed in developing task group reports (Appendix D). Each participant was given an opportunity to transfer to another task group prior to the institute. Group leaders were selected in advance, and a pre-institute workshop was held for them. In addition, the institute director maintained continuous contact with task groups during the institute by visiting each group each day and by having a short review meeting each day with the team leaders.

All participants, as either individuals or members of their state team, developed a "plan" for implementing certain models or ideas emerging from the institute and for disseminating results of the institute in their states.

The evaluation procedure for this institute and for the entire series of rural institutes is reported in Chapter Three of this report.

CHAPTER III

RESULTS

Introduction

The outcomes of the institute contribute to the implementation of career orientation and occupational education in rural systems through the three background papers that were developed, the ten exemplary programs that were described, and the guideline models developed by the task groups. These outcomes can serve as a guide to those seeking to improve career orientation and occupational education in rural schools. It is the purpose of this chapter to present the background papers, abstracts of exemplary projects, and task group reports.

Background Papers

Three background papers were prepared for the institute. The first background paper, "Overcoming Shortcomings of Past Career Orientation Programs: Implications for Devising Programs for Rural Youth," was prepared by Kenneth B. Hoyt. Hoyt identified five shortcomings of career orientation, their nature, and possible ways for overcoming them. The five shortcomings identified were lack of counselors, lack of vocational education at the secondary level, lack of post-high school vocational educational opportunities, lack of work experience opportunities, and lack of job placement opportunities. The second background paper, "Relating School Subjects to Career Experiences," was prepared by Eldon Ruff. Ruff presented a rationale for fusing career activities into the curriculum, and he identified selected examples of present programs. The third background paper, "Career Development Education - Kindergarten through Post-Secondary," was prepared by James E. Bottoms. Bottoms presented the elements, nature, and structure of a career development education program at each educational level--elementary, junior high, secondary, and post-secondary.

"Overcoming Shortcomings of Past Career Orientation Programs: Implications for Devising Programs for Rural Youth"

Kenneth B. Hoyt
Professor of Counselor Education
University of Maryland
College Park, Maryland

Introduction

There is no virtue in consistency when it results in repeating past mistakes. Neither is there virtue in change simply because it results in doing something different. When this is done, we often find the net result to be one of making a different kind of mistake than was

made previously. Obviously, making a new kind of mistake has little to commend it.

The topic assigned here appears to be one having two distinct parts. First, I have been asked to specify shortcomings of past career orientation programs. Second, I have been asked to comment on overcoming such shortcomings. These two parts can be reduced to two very simple questions: (a) What has been wrong? and (b) What needs to be done in terms of positive change? It is these questions that I hope to be able to comment on here.

Note that this assignment carries no connotations of methodology--of how to do that which must be done. That topic is central to the remainder of the program given you for this week. Because of the complexity of the problem and the fact that it will be the prime assignment of the week, I will purposely try to stay away from specific methodological suggestions here. Perhaps, if the goals are made clear here, the means required to attain such goals will be more easily developed during the remainder of this workshop. That, then, is the way in which I have interpreted this assignment.

In approaching the topic, a decision had to be made with reference to the extent to which this paper should consist of a review of the literature. After examining some of the literature, I have concluded it may be more helpful if I ignore formal references altogether and concentrate instead on a report based on my own experimental observations. I do this, not because I think it will be more complete, but only because I hope it will make for a clearer presentation of the problem.

Shortcomings of Past Career Orientation Programs

Let us begin with a specification of shortcomings of past career orientation programs for rural youth. This task can be accomplished under a number of sub-topics, none of which will require much elaboration.

Lack of Counselors

It seems unnecessary, at this point, to specify research evidence relative to the lack of well qualified professional counselors available to serve rural youth. That such counselors are relatively less available to rural than to urban youth is well known. Reasons for this include the unwillingness of many counselors to reside in rural areas, the relatively higher counselor salaries offered in urban and suburban locations, the inability of many small rural schools to employ a full-time counselor and a perceived lesser need for professional counselors in rural as opposed to urban settings.

Of these four kinds of reasons, perhaps the most important for our purposes here concerns the false impression that rural youth are less in

need of professional counselors than are youth in urban or suburban communities. This false assumption stems from two basic sources. One is the cliche, so often expressed in the rural setting, that "every teacher is a counselor." The fact that teachers may have closer relationships with their students in rural settings in no way precludes the need for professional counselors. Understanding, empathy, and sympathy have never been adequate substitutes for professional knowledge and expertise.

The second source is the assumption that rural youth have fewer problems than do urban youth. This can be considered true only to the extent that lack of awareness of problems can be considered synonomous with a real lack of problems. The truth is, it seems to me, that the relative lack of awareness on the part of many rural youth of the specific kinds of problems they will face as adults constitutes one of their biggest problems.

In any event, it seems clear that one shortcoming of past career orientation programs for rural youth has been the lack of professional counselors.

Lack of Vocational Education at the Secondary School Level

A second shortcoming stems from what has been a traditional lack of breadth of vocational education opportunities at the secondary school level for rural youth. When the rural student's choices of vocational education are limited to vocational agriculture and vocational homemaking, it does not take him long to choose. It should be noted that rapid strides are being made in both of these fields at the present time to provide students with a basic introduction to a very wide range of possible occupational choices. In spite of this, it is obvious that a much wider range of vocational training opportunities is needed at the secondary level.

Lack of Post-High School Vocational Education Opportunities

A third shortcoming is associated with a relatively great lack of post-high school vocational education opportunities for rural youth. Such post-high school occupational education is, in terms of national patterns and trends, growing rapidly in terms of community colleges, private vocational schools, and a wide variety of manpower training programs operated under the auspices of either the Office of Economic Opportunity or the U.S. Department of Labor. Unfortunately, the very nature of each of these major areas of growth has been such that training opportunities have grown rapidly in major urban areas but have been relatively lacking in rural areas. Moreover, one of the distinguishing characteristics of most of these types of training has been to give preference in enrollment to residents of the particular urban area in which the training facility is located. The philosophy behind this trend has been one that has greatly handicapped the rural student.

In addition to their relative inaccessibility, such post-high school training facilities have been extremely lacking in terms of making pertinent information regarding their offerings available to rural students.

True, many have published lists of curriculum offerings. It takes very little thought to realize that such lists lack very much in terms of vital questions faced by students as they attempt to make the post-high school vocational training decision.

A third problem in this area stems from the fact that, at present, no good system exists for letting rural students know about the quality of post-high school vocational training in either the public or private school sector. The relative newness of the post-high school occupational training area makes this need particularly great. Neither process- nor product-oriented evaluations of occupational education are being conducted on a national basis for distribution to counselors and students in rural areas.

Lack of Work Experience Opportunities

Related to lack of vocational education opportunities for rural students has been a general lack of planned, systematic programs of work experience for such students. True, many rural students, by virtue of family background and geographic location, do work and have been exposed to the concepts of a work-oriented society. This, however, is far different from being exposed to a wide variety of kinds of work experience opportunities purposely designed to increase the ability and readiness of students to make realistic vocational choices. Many of these students are going to have to work in large industrial organizations located in urban communities. Under present arrangements, the opportunities for exposure to work experience in such settings is greatly lacking for rural students in many parts of the country.

Lack of Job Placement Opportunities

Finally, the lack of job placement opportunities must be cited as a shortcoming of past career orientation programs for rural youth. Far too many such youth have left their secondary schools knowing that they will have to work--and that there is no work available to them in the rural area in which they live. They know they must move to the urban areas where jobs are located, but they do not know where those jobs are, which jobs they are qualified to fill, or how to go about obtaining one. They do not know employers, and employers do not know them. Many have heard that employers prefer to hire unskilled workers and train them on the job. However, most do not recognize that, in taking such a stance, many employers are thinking about their own selfish interests and about the perceived lack of quality associated with formal occupational education programs. The United States Training and Employment Service, while highly helpful to many applicants, has had neither the staff nor the resources to meet the needs of rural youth for realistic job placement.

Overcoming Shortcomings

Each of the above factors can be regarded as a serious shortcoming of past career orientation programs. Each, if it is to be overcome,

carries obvious action implications beyond those that can be effected by counselors alone. Yet, the counselor, as a pivotal agent of change in career development of rural youth, must, it seems to me, be aware of these problems and be cognizant of specific things he can do to overcome each of these shortcomings. It is to this task that the remainder of this paper is devoted.

Providing Qualified Guidance Personnel

It does not seem to me that adequate career programs for rural youth can result if we concentrate major attention on increasing the number of fully certificated counselors in rural areas. There are two bases for this contention. First, it is my opinion that current counselor education programs must be greatly changed if, in any school program, adequate career orientation is to take place. We have for too long and to too great an extent concentrated attention in counselor education programs on content and substance largely irrelevant to the task of providing adequate career orientation to students.

Major overhaul is needed in school counselor education programs in the United States. Relatively less attention should be paid to preparing counselors to engage in psychotherapeutic types of activities and relatively more to preparing counselors who can act as agents of environmental change in addition to providing direct services to students. We need less, not more, emphasis on sensitivity training. We need more, not less, emphasis on counselor knowledge regarding vocational education in public school, private school, labor department, and industrial settings. We need less, not more, emphasis on personality change, clinical psychology, and the psychology of the exceptional child. We need more, not less, emphasis on cultural differences existing among students, expertise in collection, analysis, and dissemination of local research information, and ways in which counselors can make use of both school and non-school personnel in operating a comprehensive program of guidance services for all students. To continue, as we have done for the last five years, to depend on workshops such as this to re-train counselors who were inadequately prepared in the first place is no long-run solution. We must face the basic issue where it is; namely, in our programs of counselor education.

Second, we must quickly realize the need for supportive personnel in the guidance program. We have talked about various kinds of counselor technicians--including outreach personnel, test technicians, information specialists, and local data collectors--for several years. Such personnel are still not widely employed in schools nor even widely recognized in state certification and credentialing programs. It has been four years since I first heard the concept of the guidance teacher seriously discussed at a national conference. Yet, I still have yet to see the first state urge the employment of such personnel. These are things that must be done now.

Third, it seems likely to me that school systems in rural areas are going to have to combine their forces to produce, support, and implement complete teams of guidance specialists to work with teachers, administrators, students, and parents in rural areas. It is quite likely

that some kind of mobile unit arrangement will be needed. However, I would hope the concept of bringing students to a well equipped guidance center would be thoroughly explored prior to embarking on a widespread program of bringing such centers to places where the students are in regular school attendance. Such guidance teams, if employed, should be employed by and operate under the supervision of cooperating school systems. They should not, in my opinion, be in any way under obligation to a particular school (that is why I would not like to see an area vocational school supply such personnel), and they certainly should not be employed by the United States Department of Labor as has already been proposed by many people. They must be a part of a school system that will undoubtedly cross school district lines. They must not be viewed or operate as something apart from such a school system.

Secondary School Vocational Education

The most viable way I know to solve the needs of secondary school vocational education for rural youth is through the concept of the area vocational school operated as a part of several cooperating secondary school districts. Such a school, open to students from each of the cooperating schools, would provide up to half a day of vocational education classes to senior high school students who choose to enroll. I see no way counselors can express serious concern for career orientation of secondary school students without being actively interested and engaged in the support of the area vocational school concept.

Such a school should offer a wide variety of occupational courses, each of which exists because of a national, regional, or state occupational shortage. Training should be offered in occupational clusters, rather than in specific occupations, with a variety of levels of training provided within each cluster. Initial exposure to such training should be provided at the junior high school level and even at the elementary school level with professional assistance obtained from personnel at the area vocational school. The total curriculum of the area vocational school should be perceived as an extension of the curricula offerings found in each "home" high school and as a bonafide opportunity for choice on the part of all students in the "home" high school.

The area vocational school must, if adequate career orientation programs are to exist, extend its activities considerably beyond the borders of that school so far as the guidance program is concerned. Much immediate attention is needed on developing work simulation tests predictive of training success in such schools, on developing related programs in junior high school industrial arts offerings, in teaching the basic concepts of a work-oriented society to elementary school students, and to ridding the entire community of what I have elsewhere referred to as "vocational educationism"--the kind of bigoted, biased view of vocational education that results in negative attitudes toward this part of the school and toward those students who choose to enroll in it. The area vocational school is an essential part of career orientation for students living in rural areas in these times.

Post-High School Vocational Education

Adequate career orientation for rural youth demands the presence of a state system of public post-high school occupational education equally available to all youth resisting in the state independent of their geographic place of residence. It is not realistic to think that the area vocational school, designed to serve the needs of high school students for basic vocational training and the re-training needs of adults in the community, can, in addition, serve as the basis for a statewide program of concentrated, high-level post-high school vocational-technical training. Such a system would simply be too expensive to operate.

Neither is it reasonable to think such post-high school occupational training can be adequately met by a state system of community colleges. In addition to the excessive expense required for adequate operation of such a system, the additional commuting problems for the rural student plus the preference given to students from the geographic area taxed for local support of such schools combine to make this an unrealistic total solution to the problem. The community college movement is, in my opinion, a necessary but far from sufficient answer to this problem. If the post-high school career orientation needs of rural youth are to be adequately met, there must, it seems to me, be at least one residential vocational school operating in every state--a school with dormitories, a wide variety of curricular offerings, statewide opportunity for student enrollment, and a statewide placement program. Such schools exist, I know, in Georgia, Oklahoma, Nebraska, and North Dakota, for I have visited them. They do not generally exist in the United States in spite of the fact they have been authorized under provisions of the Vocational Education Act.

In addition to the problem of offerings in the public school sector, adequate answers to the post-high school career orientation needs of rural youth demand that attention be directed toward operational policies of current manpower programs such as MDTA, CEP, NABS, WIN, Job Corps, and Job Skill Centers. It is my guess that rural youth have been relatively disadvantaged in terms of opportunities to learn about and participate in such programs. There is no reason why they should be, simply because of where they reside.

Similarly, we are living in a period where private vocational, technical, and business schools are flourishing, many of which regard the rural student as a prime enrollment prospect. To fail to concentrate attention on such schools is to fail rural youth in their career orientation. While counselors have been ignoring them, these schools have been growing. The presence of large conglomerates in the private school field lends credence to a belief that they will continue to grow and expand their operations. They will not just "go away" if we ignore them.

To help rural youth adequately meet their career orientation needs demands the presence of guidance information in the form of hard data collected from students and former students in all these kinds of post-high school vocational training settings. Unlike our four-year colleges and universities, there is no uniform or even semi-uniform accreditation process being applied to these various types of training institutions.

A beginning, however, has been made on this problem in a recent national conference on accreditation held in Atlanta, Georgia, and hopefully this situation will not exist for many more years. In any event, it seems obvious that solution of this problem will demand that counselors across the nation combine their efforts in the collection of needed hard data and that they share such data with each other. Whether such data are collected as part of the Specialty Oriented Student Research Program, the CEEB program, the ACT program, or some other national program is not important. It is important that this need be met.

Those counselors who express little interest in problems such as these are, in my opinion, not facing up to their responsibilities as agents of change for the career orientation of their students.

Similar arguments could easily be developed for attention to both the areas of work experience programs and job placement programs for rural youth. Space and time limitations preclude their discussion as a part of this paper.

Final Remarks

I am sure that these remarks must sound both strange and inappropriate to many who profess interest in career orientation programs for rural youth. Such persons probably wonder why I have ignored such obviously important problems as new approaches to paper-and-pencil vocational testing, to computer applications to counseling, to new systems of occupational information, to new and different approaches to the counseling process, and to current problems threatening the professional organizations in the guidance field. By ignoring such problems, I do not mean that they are not important nor that they should not be given serious consideration during this conference. Certainly, each must be considered.

Rather, I have chosen the topics covered in order to try to emphasize a broader view of past shortcomings of career orientation programs for rural youth and major directions in which the guidance movement, as part of a comprehensive educational program, should be moving during the decade of the 1970's. I, for one, do not believe adequate answers to career orientation problems of rural youth will be found simply by looking at the guidance field itself. These needs are too important to think they can be met by any single segment of society working by itself. The guidance movement, if it is to continue to exist, must grow up at least to the point where it recognizes its own weaknesses and its extreme dependence on other movements involved in the career orientation process. Hopefully, this paper may provide some small beginning toward that goal.

"Relating School Subjects to Career Experiences"

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John Gardner in his book Self Renewal states, "A society whose maturing consists simply of acquiring more firmly established ways of doing things is headed for the graveyard even if it learns to do these things with greater and greater skill. In the ever renewing society, what matures is a system or framework within which continuous innovation, renewal, and rebirth can occur.

"Our thinking about growth and decay is dominated by the image of a single life span--seedling, full flower, and death. But for an ever-renewing society the appropriate image is a total garden, a balanced aquarium, or other ecological system. Some things are being born, other things are flourishing, still other things are dying--but the system lives on."

For a period of time it appeared that vocational or career guidance was being viewed by many as a single life span concept. It was born during the industrial revolution in the early 1900's when there was a pressing need to help young people make the transition from school to work. It flourished as the testing movement developed and as thousands of soldiers made the transition from the military life of World War I to civilian life. Vocational guidance looked like it was going to complete the single life span concept by death with the soaring of Sputnik into the heavens and with the advent of NDEA, which specified that counselors be trained to identify the academically able student and assist him in making the transition from high school to college.

The press for a single life span concept for vocational guidance was further propelled by less dramatic happenings that took place regularly in the schools of America. High schools originated in this country as college preparatory schools. As compulsory education laws took effect, high schools had to be provided for all students. We called them comprehensive high schools and set up programs for the college-bound and the non-college-bound. Equal education for all we said, but we picked our favorites and stacked the decks for them in simple but effective ways.

Simply by classifying students as college-bound and non-college-bound, we regard one group in a positive way and the other in a negative way--they are a "non-something." What would have happened if we had classified high school students as employment-bound and non-employment-bound and then spent as much time getting students placed in jobs as we do in getting students placed in college?

Another way the college-bound students are favored in many schools is by inviting college representatives to visit school throughout the

year and permitting students to miss class to attend these informational sessions while, on the other hand, neglecting to invite truck drivers, plumbers, beauticians, or others from the non-professional career categories to make presentations.

Still another indicator of favoritism is the untold hours of college-bound testing and uncounted time and energy spent with placement activities in regard to getting students admitted to college and getting financial assistance for college. Yet very little time is spent in many schools in testing students for vocational aptitudes or in making certain that the employment-bound are properly placed in work situations and have the financial assistance they need for the tools of their trade or uniforms necessary for their work.

I would like to share one more situation in this parade of activities designed to make the youth who, by choice or by chance, are not going on to college feel that they are less than first-class citizens. Commencement is supposedly a program planned to recognize all participating students for the accomplishment they all have achieved--that of graduating from high school. Yet, I have seen schools, during their commencement exercises, have all students who are going on to college stand and be recognized. If you were a student who was not going on to college, how would this make you feel? One group is being singled out for recognition, yet all have the same diploma.

I could go on and list other activities in which we engage that give preference to a select group, but that will not remedy the situation. What I do want to suggest, however, is that you give serious thought to what you are doing in your own communities. Are you doing the best possible job you can with the great majority of the students who will enter the productive labor force and strive to become useful citizens?

There is one possible alternative to this whole situation which we could consider. At the present time students are asked to prepare future goals in terms of educational needs. At the eighth-grade level in most schools they are asked to make a decision as to whether they will go into the college curriculum or the "non-college" curriculum. Consequently, we have students giving very little thought to an occupational goal. In fact, many students may go through four years of high school and four years of college without having ever considered a career goal. I would like to suggest that perhaps we should begin working with students early in their school years to consider broad career goals and, secondly, educational goals commensurate with their occupational goals. This would tend to eliminate the two-caste system of college-bound and non-college-bound students; all students would be career-bound. A student could enter his choice of a career field at the appropriate educational level. He could get off the educational ladder at any point he chose and still be in his career field preference. This approach would mean a completely new look at our curriculum and would make it career-oriented rather than education-oriented for education's sake.

The career orientation to education should begin at the time the student first enters school and continue throughout his school years.

At the elementary school level focus should be on the development of attitudes about work and self and on the development of realistic concepts about work in the total community structure. This approach establishes a base on which meaningful career planning can be built in the later school years.

In addition to the kinds of activities which give preference to a select group of students in school, other forces are in operation which tend to impede career guidance activities. One prominent force is the lack of communication among the various disciplines. An example of this can be cited from the report of The Conference on Implementing Career Development Theory and Research Through the Curriculum held at Airlie House in Warrenton, Virginia, in 1966.

> The conference participants representing the field of counseling, all apparently well-informed in the field of vocational guidance and counseling, were seeking ways of making curricular provisions to reach the desired behavioral goals of career development. Being knowledgeable of the research and related published material, they were agreed that career development should be a component of the school's curriculum. It was clearly brought out that the major problem confronting vocational counselors is how to incorporate this field of learning into the school's program in an effective manner. Some indicated that a special course was needed at the high school level. At least one counselor educator took the position that the desired outcomes could not be attained short of a sequence of required courses throughout each year of the high school program. Others felt that a sequentially planned series of instructional activities permeating various subject fields in grades one through twelve would provide the most plausible solution.
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> The curriculum specialists, possessing little knowledge of career development research and related literature, were apprehensive about the nature of the content of curriculum development. They were in agreement with the counseling specialists that a proper orientation to the world of work is of basic importance to the individual's life style. But they were skeptical as to whether or not the vague generalities that were being tossed about could adequately serve as the basis for curriculum change.
>
> Being well indoctrinated in the need for structure, the curriculum specialists saw the need for deriving basic concepts, generalizations, or teaching objectives in order to establish a foothold for formulating meaningful instructional activities. There was some confusion as to what the behavioral outcomes of career development should be. These have not been precisely identified and verbalized except in a general and somewhat vague manner. Much of the literature to which the participants were referred in preparing for the conference, although helpful in broadening one's knowledge of the problems of career development, was much too intangible for curriculum workers to utilize as a basis for

developing a curriculum.

A partial solution to the problem of faulty communication would be a program of cross training for the specialists involved in formulating a curriculum for career development. Vocational counselors, for example, need to have an understanding of the theory and practice of curriculum development; vocational educators need a knowledge of the contributions of counselors and curriculum specialists to career development; and curriculum workers need a better understanding of career development and the role of counselors and vocational educators in attaining its objectives. Increased mutual understanding of each other's roles in developing an improved program of career development would give impetus to launching a major project in this field as well as to improving communications.

Throughout the conference it was evident that the representatives of the various areas of specialization were having difficulty communicating with each other. The vocational counselors and counselor educators were asking the question, 'How do we incorporate career development into the school's curriculum?' Some had rather fixed ideas as to how to proceed; others were receptive to any suggestions.

The curriculum specialists were responding, 'How do you incorporate what into the curriculum?' Their concept of career development was a bit vague, and, in general, they tended to wonder if there was an identifiable body of knowledge comprising the field.

The vocational educators seemed to view both the counseling and the curriculum specialists with a degree of bewilderment if not distrust. They were implying, 'What's the fuss all about? Send us the students, and we will provide them with an orientation to the world of work.' The misgivings that vocational educators have of counselors and curriculum workers are understandable since there has been a tendency to use vocational courses as dumping grounds for slow learners.

As Gardner stated, "a self-renewing organization, activity or society, must operate within a system or framework within which continuous innovation, renewal, and rebirth can occur." What we must strive for in vocational guidance is a system of guidance which will permit innovation, experimentation, and exploration. Some schools and school systems have developed that type of a framework. At this time I would like to share with you some of the programs across the country which have been geared to incorporate career guidance into the curriculum and those, in particular, which have tried to relate school subjects to career experiences.

Probably the one best source of information I have come across recently in regard to career guidance is a publication of the National Vocational Guidance Association which was prepared under a grant from the United States Office of Education and developed in cooperation with the ERIC Counseling and Personnel Services Center in Ann Arbor, Michigan.

The book entitled Career Guidance Practices in School and Community was edited by Lorraine Hansen. The book lists summaries of career guidance programs and practices in operation throughout the country. Detailed descriptions of most of the programs listed in the book can be obtained through the ERIC Center. The book is well worth the $3.95 cost. Other good sources of information include the American Vocational Association Journal, with particular reference to the December, 1969, issue specializing in career development, and the National Vocational Guidance Quarterly.

At this point I would like to share some of the programs which have particular relevance to our topic of concern at this conference.

A rather complete guide to career development in the lower elementary schools will be discussed tomorrow by Mrs. Lee Laws from Austin, Texas. Lee developed her program around a series of concepts with activities and materials designed to (1) promote the student's understanding of various vocations, (2) provide occupational information, (3) explore the world of work, and (4) assist the student in finding out about himself as part of the preparation for decision-making. In essence, the program is designed to lay the groundwork for later vocational planning by the student.

Attitude formation permeates the lower elementary career guidance program. Activities are designed to promote positive attitudes toward (1) all fields of work, (2) work as a means of obtaining many satisfactions, and (3) one's self in relation to work. The entire program was developed around a careers-of-the-month concept. In doing so, career guidance becomes an integral part of existing curriculum. Careers associated with the various areas of the curriculum are emphasized during each month of the school year.

I am certain that Lee will be able to give you a much more detailed look into the program she has developed. I wanted to mention it here, however, in order to tell you about the utilization of the first-grade unit in a school in Indiana because it illustrates beautifully how the world of work and school subjects can be tied together to make a very real life experience for elementary-school children.

This past semester in a graduate course in occupational information, I had a student take Lee's curriculum guide for the first grade and develop a career orientation program for a first-grade class in a small rural community. She was the art teacher in the school and worked with the first-grade teacher to develop a 12-week first-grade curriculum centered around career orientation.

Rather than go into detail about what all they did, let me give you some examples of what happened. One little girl, who wrote most of her assignments very poorly, turned in a story about her father's occupation in very neat penmanship. One boy, who stuttered whenever he recited, talked about his father's occupation without stuttering once because he felt confident about what he was talking about. He was the only authority on his father's occupation in the entire class. Another positive aspect discussed by the children was the fact that the assignment of gathering

information from their parents about their jobs provided a time when they had the full attention of their parents.

The teacher also indicated that students who had not previously participated in class were now participating. I have a video tape showing the students role playing their parents' occupations. This tape shows very clearly the excitement with which children participated and became involved in the activity. The teacher's only fears in regard to the program was that next year in the second grade the children would get a teacher who would teach them in the traditional method, and the children would be bored.

At the high school level, the best proposal that I have seen for making career guidance an integral part of the school curriculum is the career cluster concept being developed in several different states including Georgia, Maryland, and Oregon. Just to share some of the basic assumptions on which the career cluster concept is developed, I want to quote from the Oregon Occupational Cluster Guide:

> Oregon is embarking on a new approach to secondary education that will affect general as well as vocational programs. We are calling this new approach 'The Oregon Way,' and it is based upon two assumptions:
>
> (1) Secondary schools should be preparatory institutions for all students, not just those headed for college. (For years we have been telling students, 'If you want to go to college, you must do this, and this, and this.' We need to do the same thing for students who are not going to be able to attend a four-year college.)
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> (2) A 'preparatory' program ties the curriculum to the lives of students in such a way that they are better equipped to choose their future goals and better equipped to take the next step (different for every student) in each of several concurrent 'careers' they will need to pursue upon leaving high school.

The career cluster program will require five major changes in our school systems:

(1) High schools must make a definite commitment to move to career cluster tracks from the present tracking system which uses such terms as 'advanced-college prep,' 'terminal-general,' or 'remedial-basic.' Rather than relating his program to a college prep or terminal track, the high school student would relate most of his high school experiences to one of the eighteen career cluster tracks. The long and short of it is that we would replace the present counseling and student program emphasis on academic ability with emphasis upon real life goals.

(2) It will be necessary to give 'general education' a massive infusion of illustrations from the world of work. The vast

majority of students in our schools need to have academic subject matter related to what concerns them in real life. Teachers at all levels must plow up their subject area fields and 'sow' them with relevant materials. They must bring into the teaching process examples of how the concepts and symbols and language of their particular disciplines can be used in everyday life, and more particularly in a career.

(3) High school curricula will need to be rebuilt around the career cluster or family of occupations concept, so that students may select a career cluster at the beginning of their high school experience and then tie a majority of of their high school experiences into this cluster. This will not involve so much a change in facilities or curriculum as it will a change in guidance and counseling patterns and a change in the way a curriculum is outlined. What we are really calling for here is a change in thinking so that preparation for a career becomes accepted as one of the clear and primary objectives of the secondary school.

(4) Specific training for those thousands of occupations that do not require a bachelor's degree for job entry should be the responsibility of community colleges, apprenticeship programs, on-the-job training, or proprietary schools. If a student goes through a good career cluster program, he should be prepared for an entry-level job or be prepared for more specialized post-high school education. We are urging community colleges and high schools to cooperate in planning an articulated educational program that will enable all students to achieve their career goals. Community colleges and high schools should cooperate in the planning of joint use of facilities, guidance and counseling programs, advance placement opportunities, and, when feasible, instructional staff.

(5) Every school and community college must build highly integrated and greatly strengthened guidance and counseling programs. Elementary school guidance must be slanted toward spotting problems and developing approaches and solutions to the problems of primary-grade children toward prevention rather than remedial action later on. Secondary guidance and counseling should be oriented toward helping students set goals and lifestyles. Heavy emphasis must be placed on services for the normal student, rather than limiting services to those required by the problem students. At present, guidance and counseling in many public schools is a fire-fighting operation, rather than a service which reaches the majority of students who do not have highly deviant behavior patterns.

Students at the high school level should not be expected to set specific goals. Rather they should choose a broad field of interest, and the guidance and counseling process should be so structured that if a student wants to change

even the broad area in which he is studying, he can do so with a minimum amount of frustration."

To close, let me emphasize these points:

(1) Career guidance must begin at the time a student first enters school. Effective career planning at the high school level can only be built on a solid foundation based on positive work attitudes and sound work concepts established in the elementary grades.

(2) We can no longer afford to establish dual curricula in our high schools--one for the college-bound and one for the employment-bound. It appears to me that a sound educational program for the future must be centered around a career concept for all students. Each student, once established in career plans, gets off the educational ladder at whatever point he chooses.

(3) To establish this type of career-centered educational program requires the cooperation of all concerned--administrators, teachers, counselors, students, parents, and all related community resources.

(4) Career-oriented programs cannot be imposed upon a teaching staff whether it be by the counselor, the curriculum director, or the superintendent.

(5) More inter-disciplinary programs must be implemented so that innovation can be carried out in a non-threatening, open way and so that all those concerned have an investment in the end product.

All of this related to our fundamental task as educators. This task was expressed beautifully by James Michener in his book Fires of Spring when he said, "For this is the jounrey that men make: to find themselves. If they fail in this, it doesn't matter much what else they find. Money, position, fame, many loves, revenge are all of little consequences and when the tickets are collected at the end of the ride, they are tossed into the bin marked Failure. But if a man happens to find himself--if he knows what he can be depended upon to do, the limits of his courage, the position from which he will no longer retreat...the secret reservoirs of his determination, the extent of his dedication, the depth of his feeling for beauty, his honest and unpostured goals--then he has found a mansion which he can inhabit with dignity all the days of his life."

This, as I see it, is our task as educators--to help young people find themselves, to understand their abilities, their strengths, and their weaknesses, and to use these abilities and understandings to build a mansion that they can inhabit with dignity all the days of their lives.

"Career Development Education
Kindergarten Through Postsecondary"

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Introduction

This paper is based on the premise that a comprehensive program of "career development education" can and must be developed from kindergarten through postsecondary and that, for many youth, career experiences may represent a core around which other school experiences might be organized and made meaningful. A quick survey of the outcomes of education for many youth suggest that such a premise is not premature. For example, many youth, both high school graduates and drop-outs, are reaching the age for entering work unable to enter and hold basic entry-level jobs because they do not possess (a) an adequate and realistic knowledge about jobs available; (b) job attitudes and industrial discipline necessary for job success; (c) familiarization with the tools, materials, processes and/or services of work settings; and (d) cognitive and manipulative skills necessary to perform a job. Other youth, particularly some of the college-oriented youth, have come to doubt the puritan ethic of work for its own sake, and still others even question the need for work for any purpose in a technological society. Some youth have reached early adulthood without a reason for being. Thus, to find meaning, they participate in whatever movement is popular at a particular time. Others have failed to acquire the self-discipline and social responsiveness necessary for maintaining an orderly society, and their very behavior serves to promote a state of chaos.

It can be concluded that all youth need as a part of growing up an opportunity to experience the psychological meaning that work can have for the individual, to examine benefits of different forms of work in our society, to test himself out in different work roles, to examine experiences in terms of their meaning to him, and to plan and pursue an education designed to help him reach his goal.

In addition to the assumption that career development education, kindergarten through postsecondary, can serve as a vehicle around which the education program might be organized, it is further assumed that such a concept provides an umbrella under which vocational education might resolve in positive ways many of these issues that presently serve to divide and consume our energies. Some of the issues which could be resolved would include (a) clarification of the intent, nature, and structure of vocational education at different levels of education, particularly at the junior high, secondary, and postsecondary level; (b) a vocational program designed to have greater flexibility in meeting individual needs of students from varying socio-economic and cultural backgrounds; (c) clarification of a comprehensive concept of vocational education as opposed to a service line concept; and (e) finding ways for integrating those

proven elements of vocational education into the total school effort in such a manner as to render school experiences meaningful for all students.

The definition of vocational education as contained in the 1968 Vocational Education Amendments and the various subsections, in particular the exemplary section of the Act, have introduced a developmental concept of vocational education and have served to expand the range of activities that can be considered vocational.

In this paper the terms "career development education" will be used to mean providing all individuals with experiences designed to facilitate career decision-making presently or in the future; providing all individuals with experiences of orientation, exploration, or prevocation; providing individuals with experiences designed to prepare them for employment in a specific occupation or cluster of occupations below the bachelor level or for higher level vocational training, or assisting the individual in planning for and making the transition to the next step whether that next step be work or further vocational education; providing individuals with assistance in re-entering education in order to obtain new or higher job skills; and providing individuals with both direct and supportive instruction and service that is necessary to enable them to acquire job skills.

In summary, this paper is based on two premises: Career development education can be organized as a developmental sequence of experiences around which the school might be organized, and vocational education as defined under the 1968 Vocational Education Amendments could become the essential part of a career development education program for most youth. In order to adequately consider these two premises, the following questions will be considered: (a) What are some possible objectives for a career development education program at different levels of education? (b) What are the possible elements, nature, and structure of a career development education program at different levels?

Objectives for a Career Development Education Program

It is evident from career development theory and research that career development is a process that begins very early in life and that a number of interdependent dimensions serve as sequential threads throughout that process (Ginzberg, et al, 1951; Super, 1953, 1957; Havighurst, 1952; Roe, 1957; Holland, 1959; Osinpow, 1968; Miller and Form, 1951 and 1964). The idea of career dimension has been adopted from the unpublished works of Tennyson at the University of Minnesota. Broad career development objectives have been stated for each dimension of career development at each level of education. Six dimensions of career development have been defined, each of which provides focus to a particular understanding that is considered essential to successful career development.

The six dimensions are:

Self-Characteristic - Experiences provided students are designed to enable the student to understand his interests, abilities,

values, and needs as they relate to educational and occupational areas.

Occupational Areas - Experiences provided students are designed to enable the student to learn about, prepare for, and enter employment.

Educational Avenues - Experiences provided students are designed to enable the student to understand the relationship between different educational avenues and career opportunities.

Decision-Making - Experiences provided students are designed to help the student to acquire decision-making skills and to assist the student at major decision-making points.

Economic and Social Values of Work - Experiences provided students are designed to enable the student to recognize the contributions that different forms of work make in our society.

Psychological and Sociological Meaning of Work - Experiences provided students are designed to enable the student to understand the "press" of different work settings or roles and their meaning for him.

Self-Characteristic. At the elementary level (k-6), the student can identify those activities that he likes most, that he performs best, and that give him greatest satisfaction, and he can identify those occupations in which the performance of similar tasks would be required. At the junior high level the student can describe and differentiate his self-characteristics (interests, values, abilities, and personality traits.) First, he can identify broad occupational areas and levels that may be more appropriate for him; later he can identify families or clusters of occupations within a broad occupational area that he considers appropriate and be able to state why. The student at the secondary level can describe more accurately and in greater detail his self-characteristics, and in terms of these he can perceive why a tentative choice is more appropriate for him. At the postsecondary level, the student considers his self-characteristics and makes a choice of a postsecondary institution and curriculum and/or a job that seems to be related to his self-characteristics

Occupational Areas. The student at the lower elementary level can identify most observable occupations in the community and can state the contribution made by each to the well-being of the community. At the middle and upper elementary level the student can (a) identify occupations beyond the school and those readily observable in the community; (b) state the names of workers in various occupations; (c) make some distinction between occupational skills used by different workers; (d) identify the prerequisite skills needed to enter these occupations and the contribution each makes to our society; and (e) perceive himself as a future worker. At the junior high level the student first differentiates between the several broad occupational areas (service, business, organizational, idea expressing, outdoor, and technological) and, secondly, differentiates between the several families or clusters of occupations that make up one

or more of the broad occupational areas in terms of (a) the potential satisfaction each might offer him; (b) the nature of work tasks performed; (c) the future impact technology might have on the particular occupational areas; (d) the contribution and importance of particular occupational areas to our society; (e) the future demand for workers in broad occupational areas; and (f) the content, tools, setting, products, and services of these occupations.

The student at the secondary level selects an occupational cluster as a tentative choice and selects a curriculum and experiences that will enable him to acquire other entry-level job skills or preparation for further education, and to differentiate between the occupations that make up a cluster or family in terms of (a) the amount and type of education needed for entrance; (b) the content, tools, setting, products, or services of these occupations; (c) their value to society; (d) their ability to provide him with the type of life style he desires; (e) the extent to which they can satisfy his interests and values; and (f) the ways in which they do and do not seem appropriate for him. At the postsecondary level the student identifies the occupational field and level he plans to enter and either obtains necessary preparation or takes a beginning job designed to serve as entry to a chosen field. At either the secondary or post-secondary level, students differentiate between possible job opportunities in terms of a number of factors.

Education Avenues. At the elementary level the student can demonstrate how certain knowledges and skills acquired in different school subjects are applied in different work roles. The student at the junior high level can identify and differentiate between the different educational avenues available in both the immediate and more distant future in terms of the nature and purpose of each, and occupational avenues to which each can lead, the relationship between different subject matter areas and occupational areas, and the merit each has for him. At the secondary level the student can first describe in greater detail available post-secondary education options (military, college, vocational-technical, apprenticeship, nursing school, or on-the-job training) and can, secondly, differentiate among those institutes of a particular kind that seem appropriate for him in terms of an increasing number of factors. He can also describe logically why a particular institution would be suitable for him. At the secondary level the student selects a type of education that leads him toward his tentative choice. At the post-secondary level the student enters his chosen institution and selects a course of study that will enable him to implement his career objective.

Although these broad objectives* are far from being complete, they do serve to provide a frame of reference for stating more specific behavioral objectives and for designing curriculum and learning educational levels.

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*Broad objectives for the other three dimensions can be obtained from the author.

A career development educational program constructed around these objectives should provide for learning activities of such a nature that, as the student progresses from kindergarten into junior high school, the focus would be on considering the different dimensions of career development in greater depth and breadth. From upper junior high forward, the student would continue to pursue the different dimensions of career development in greater depth but with a continuing, narrowing focus in reference to occupations. The occupational focus of such a career development model would resemble that of a prolate spheroid as illustrated in Chart I. From kindergarten into junior high school the focus is on all major occupational categories. As the learning activities gradually shift from learning about occupations to preparation for an occupation, the focus gradually shifts. However, the nature of the learning activities for the other dimensions of career development resembles that of an inverted cone with each dimension being considered in greater depth and breadth at each educational level. The path traveled by a student through such a career development model could be smooth, but for many it is likely to resemble a series of zig zag, horizontal, backward, and forward movements.

Elements, Nature, and Structure of Career Development Education Program

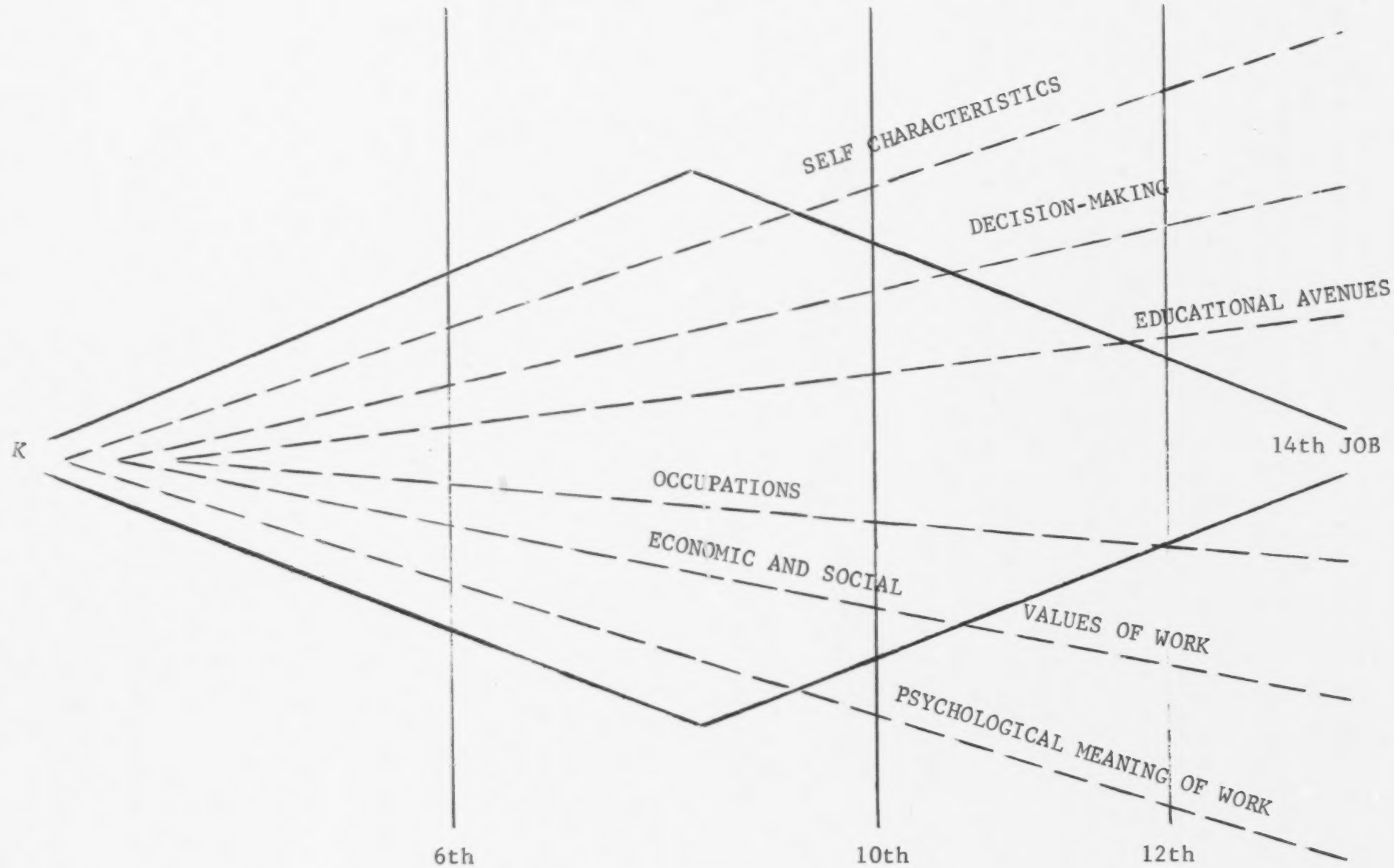
It is possible for vocational education to be so structured that it can be the essential element of a career development education program and can serve as the thread around which the other elements of the program are organized. The following points are offered in support of this belief. First, it is possible under the 1968 Vocational Education Amendments to bring together one developmental package of career orientation, career exploration, and vocational preparation. Second, no other aspects of the school curriculum offer the potential of providing youth with a multiplicity of concrete experiences in which the student can try himself out in different work roles that approximate those of the work setting. Such experiences can form the basis for meaningful counseling. Third, the concrete experiences of the vocational laboratory or work setting can provide the necessary motivation for some youth to pursue academic skills and can provide a process by which students are allowed to learn academic concepts through participation in the solving of a problem that requires manipulation of physical objects.

Other elements of a comprehensive career development education program would include: (a) relating other aspects of the school curriculum to the core of career experiences and to the incorporation of examples and problems drawn from a cross section of the world of work; (b) counseling groups and individuals to assist students in personalizing the meaning of their career-related experiences and in making key decisions; and (c) using both public and private community resources.

Elementary level. At the elementary school level the intent should be two-fold; first, to enhance the student's acquisition of basic academic skills by providing an alternative to the more abstract learning style which is often the major approach to learning, and, second, to allow

CHART I

PROLATE SPHEROID AND INVERTED CONE MODEL FOR A CAREER DEVELOPMENT PROGRAM - K THROUGH 14



students to acquire positive attitudes toward work and an increased knowledge of self in relation to work.

The activities provided students should be sequential, moving from familiarization with the kinds of occupations and activities within the student's immediate environment of the home and school to the immediate community and then to the broader community. Activities should both orient and inform and should consist of opportunities to perform simululated work tasks across the occupational spectrum.

In implementing the program at the elementary school level, one approach would be to fuse into the existing school curriculum experiences that would enhance traditional learning expected at this level and would also help to accomplish certain career development objectives. Such an approach would prevent the creation of a new curriculum area for the elementary school, would serve as a vehicle for integrating in a meaningful manner learning from various subject matter areas, and would provide a base of experience to which more abstract career experiences might be added.

Before seeking to merge additional objectives, materials, and activities into the existing elementary school curriculum, the first step should be the identification of those aspects of the present curriculum that, with additional modification and coordination, could contribute to the accomplishment of certain career development objectives. For example, in early elementary schools, students read and study about community workers. This experience could be broadened to include individual personal contact with several community workers. Such experiences would serve both to broaden a student's range of personal acquaintance with occupational role models and to provide concrete meaning to the symbols students are learning.

The second step should include the identification of concrete, career-oriented experiences that would enable students to integrate the different subject matter skills they are expected to learn at a particular level by applying them in "miniature work roles." For example, a classroom project dealing with woods would provide an opportunity for students to apply a number of basic academic skills. An outline of possible tasks to be performed reveals the potential that such a project might have for students to try themselves out in miniature work roles and to learn and apply basic academic skills. A brief review of Chart II illustrates the amount of learning that could be involved in a career-oriented experience.

The counselor would serve as a resource consultant to teachers in planning and conducting career experiences and in helping teachers to assist students in interpreting what meaning these experiences might have for them. Extensive use would be made of community resources through visits to business and industry, group and individual interviews of workers, demonstrations, buddy system.,etc.

Lower Junior High. All students should have an opportunity to explore several broad occupational areas such as those presented in

Chart II

TASK TO BE PERFORMED	OCCUPATIONS IN WHICH ADULTS PERFORM THE TASK	POSSIBLE LEARNING INVOLVED
Each student considers alternatives and decides on an individual project.	People who make different types of decisions in different occupations	Students are provided with an opportunity to discuss the decision-making process.
Each student decides on the materials to be used in the project.	Workers whose job depends upon their knowledge of materials, woods, textiles, metals, plastics, etc.	Students must learn about the strength and durability of certain woods.
Each student designs his project and draws a one-inch scale replica.	Workers whose job is one of designing	Students must learn about geometric figures, use of values, common and decimal fractions.
Each student identifies and writes in order tasks to be performed.	Workers who plan and identify work tasks for others to perform	Students would need to use correct grammar and sentence structure.
Each student figures cost of material.	Jobs that involve cost estimating	Students have to apply appropriate math.
Each student identifies tools needed to perform task.	Occupations in which different tools are used	Students should learn the scientific principles underlying the different tools.
Each student constructs the project.		Student should write a narrative description of his project.

Chart III before being asked to explore one broad occupational area in considerable depth. The intent of an across-the-board exploratory program is to allow the student to acquire a base of experience, knowledge, and skills for future decision-making and to make a tentative choice of a broad occupational area for in-depth exploration. Such a program allows students to make a tentative choice from the broadest possible range of experiences and knowledges. Exploratory programs, in which students move through bricklaying, carpentry, machine shop, and automotive machines on a six-week basis, limit rather than broaden the base of knowledge and experience; such a program does not meet the intent of an across-the-board exploratory program.

An example of an across-the-board exploratory program is the Program of Education and Career Exploration (P.E.C.E.) for seventh, eighth, or ninth grades. This program was initiated in 20 Georgia schools in the fall of 1969. Program content is organized around work roles. Using Roe's (1965) occupation classification system, occupations are divided into six categories of interest arranged to some extent in a continuum from orientation to working with things. The six major occupational interest groupings are service, business, organizational, expression of ideas, outdoors, and technology. Students are systematically exposed to real or simulated work experiences within these occupational areas. After experiencing a work role, the student shares his observations with other students in small guidance groups where attention is focused on questions like these: "How did I feel about myself while involved in the work role? What other jobs in our society might provide similar satisfaction? What different decisions would one have to make in order to enter a particular job? What value to society does the work role under question have economically and socially? What educational avenues could prepare one for a particular job?" This process is repeated each time the student experiences a work role.

Such an exploratory program provides a natural core around which other curriculum experiences can be related. In the case of the exploratory program explained above, teachers are given a schedule of career experiences and a suggested list of activities that could show students the relationship between career experiences and particular subject matter or that could enable the student to use the subject matter concepts in solving a problem related to the career experience.

Where such exploratory programs have been initiated, the counselor's role is enhanced. Students have more questions about themselves and careers. The counselor continues to serve as a resource consultant to teachers; however, students demand an increasing proportion of his time for individual and group counseling. In addition, the counselor is more involved in interpreting test results to students in terms of the possible implications for them in education and career decision-making.

The primary learning focus of the exploratory program must be the community. The student must be allowed to see, feel, smell, and hear all aspects of the world of work first--a difficult task, yes, but not impossible.

CHART III

(Lower Jr. High)
Across-the-Board Exploratory Program

Service to people	Business (motivating others)	Organizational	Expression of ideas	Outdoors (Construction)	Technology (Producing Repair)

(Elementary)
Career-oriented concepts and experiences are fused into existing curriculum.

Upper Junior High Level. Following participation in an across-the-board exploratory program, all students should have an opportunity to further explore a selected broad occupational area in depth for the purpose of (a) participating in activities necessary to the classification and further differentiation of an area in order to decide if one of the families or clusters of occupations considerd would be appropriate for further consideration; (b) converting a generalized choice into a specific choice; (c) being exposed to the content, tools, settings, products, or services of a particular occupational area; and (d) developing certain generalized vocational skills.

For many students, in-depth exploration can be facilitated through prevocational programs built around industrial occupations, home economics-related occupations, agriculture and outdoor occupations, and business and distributive occupations. Contained in Chart IV is a possible breakdown of the occupational family or cluster in areas that students could consider in greater depth. Other curriculum areas also provide opportunities for further exploration. The use of the names of existing curriculum areas is not meant to imply that at present these curriculums are sufficient for the stated purposes.

A middle or junior high school model for career exploration that allows the student to differentiate, first, among the several broad occupational areas and, second, among the different occupational clusters that make up a particular occupational area enables the student to move from a broad to a narrow focus. This seems to fit what is known about the nature of career development.

By structuring the four prevocational courses into six-week mini-exploratory courses, it would be possible for students to select from a possible list of 24 broad occupational areas for in-depth exploration. Such prevocational programs should provide a base of experience through which students are able to gain greater self-understanding in relation to a particular broad occupational area. The program should offer a variety of experiences in an organized laboratory that simulates, to some extent, the work setting and in which students are allowed to work with the tools, materials, processes, and products peculiar to that work setting. Thus, the nature of the prevocational curriculum is such that it provides an opportunity for students to try themselves out in a variety of simulated work roles.

One of the functions of the counselor at this level would be to assist students in selecting experiences for further exploration and in examining such experiences in terms of the several dimensions of career development previously referred to under the objectives. An increasing amount of the counselor's time would be spent in helping students consider and make educational decisions with awareness of their vocational implications. Furthermore, the counselor would continue to serve as a resource consultant to the staff in fusing career activities into the curriculum and in making the school program modifications necessary to enable each student to be successful.

Chart IV

(Upper Jr. High)

Prevocational

Industrial	Home Economics	Business and Distribution	Agriculture and Outdoors	
Industrial Organization and Management	Production Process	Selling and Purchasing	Production Agriculture	Other Curriculum Areas
Drafting	Personal Development	Secretarial and Payroll	Off-Farm Agriculture	
Woods	Food Services	Clerical and Stock Control	Horticulture	
Metals	Child Care Services	Money Management	Forestry	
Electricity	Clothing Services	Bookkeeping and Data Processing	Recreation	
Mechanics	Housekeeping Services	Retail Wholesale Trade		
Graphic Arts	Health Services			

(Lower Jr. High)

Across-the-Board Exploratory Program

(Elementary)

Fused into Existing Curriculum

At the junior high, secondary, and post-secondary levels, the other curriculum areas of math, science, and English could be interlocked with the prevocational and vocational curriculum through a horizontal curriculum structure. The degrees to which the curriculums interlock will depend upon students' needs.

For many youth, particularly those who might be classified as disadvantaged or potential dropouts, a horizontal curriculum structure--which has as its core concrete vocational experiences, around which other school disciplines are organized and carried out in a climate of commitment to help each individual to succeed--might be just the means for changing education outcome for these youth.

Utilization of the concrete experiences of the vocational program as a vehicle in teaching basic academic skills will require a modification in the curriculum structure from a narrow vertical design, where the focus is on the subject matter content, to a horizontal design, where the focus is on making the total school experiences meaningful. The contrast is illustrated in Chart V. Forced interlocking of academic subjects and vocational experiences involves determining the academic skill and knowledge needed to perform it. It can be taught from vocational experiences or direct work experiences. It also involves arranging the experiences so that academic knowledge is being applied in the vocational program at the same time it is being taught in the related class. For some youth the natural interlocking of the vocational experiences with other subject matter areas may serve to make their educational experiences more meaningful. In this situation teachers can relate their experiences where it is natural to do so.

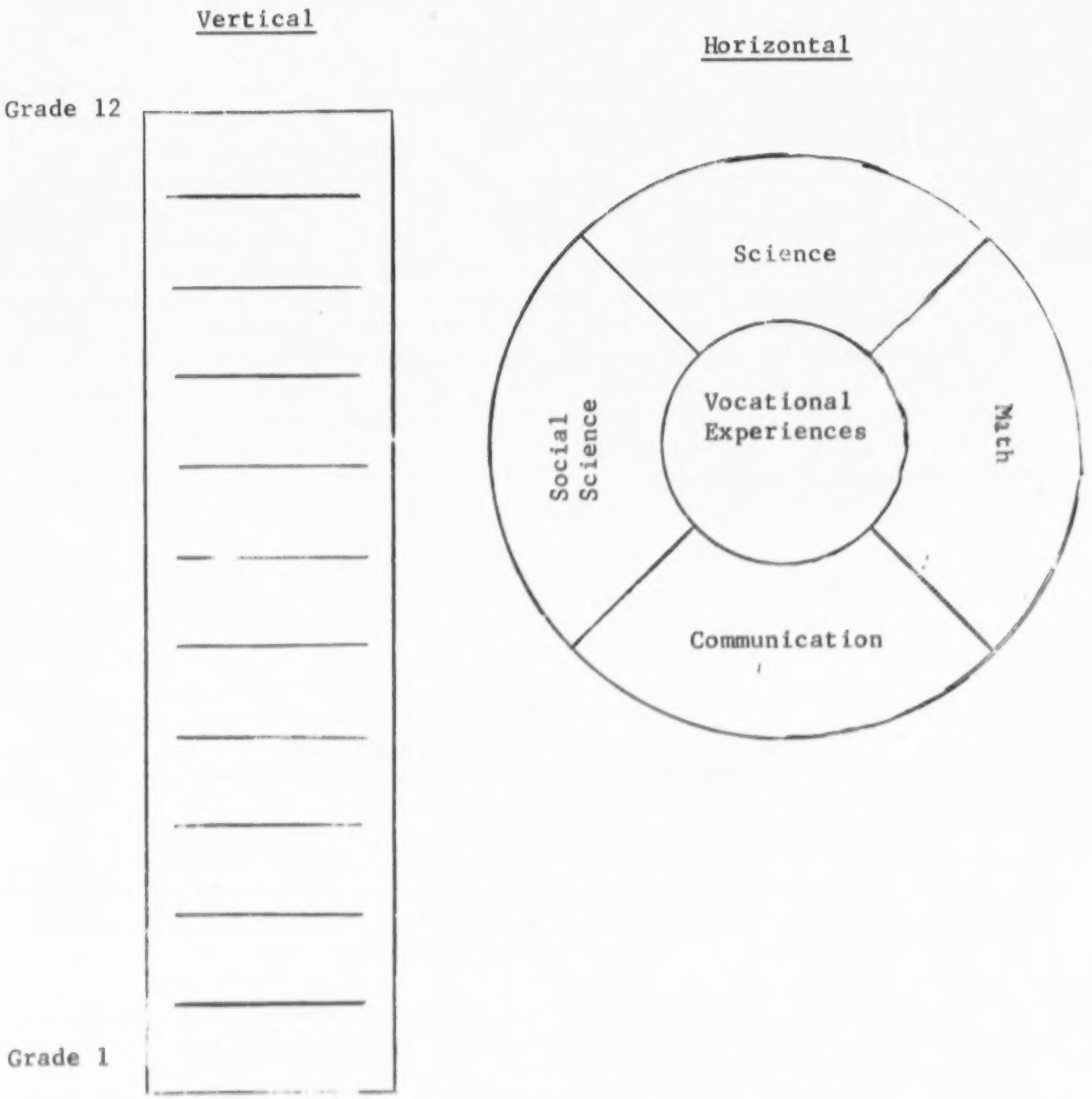
The fact should not be overlooked that teachers in all subject matter areas could provide students with examples and problems from a cross-section of occupations that are not represented in the vocational curriculum.

In order to coordinate other subject matter disciplines around concrete vocational experiences, a staffing pattern will be required that allows for a team of academic and vocational teachers to work together. One approach would be to initiate a modified form of differentiated staffing. Such a model might contain a teacher-coordinator, teacher, and teacher aides. The teacher-coordinator's responsibility would be to coordinate and plan with a team of vocational and academic teachers, including counselors, the organizing of learning around the concrete experiences of the vocational program.

Secondary. The aim of the vocational program at the secondary level should be to prepare the individual for entrance into either a job or some post-secondary vocational and technical education. The specific objectives should include helping students develop plans for implementing vocational preference--whether it be entering work after high school or continuing education; helping them execute these plans by appropriate course work and job experiences; and helping them obtain an entry-level job or entrance into further education or training.

CHART V

CONTRASTING CURRICULUM STRUCTURE



The vocational program at this level should consist of a cooperative program, a laboratory, or a combination of both. At previous levels the use of these kinds of experiences was for the purpose of exploration or the development of employable skills; at this level, the use of these experiences would be for the purpose of job preparation.

The vocational curriculum structure at this level should be designed to prepare the individual for entrance into a family or cluster of occupations or into post-secondary education. To accomplish this will require a broader curriculum design than has usually been used at the secondary level. Chart VI illustrates some of the cluster areas being implemented in Georgia. Most youth are not mature enough to make a final occupational choice by the 10th- or 11th-grade level.

A curriculum structured on a cluster basis would not turn out finished craftsmen or technicians in any or all of the specific occupations comprising a particular cluster. The major task would be to provide students with first-level skills needed by an individual entering an occupation. Those students who desired more intensive training in specific occupational skills before entering work could obtain these through concentration in a particular area, by means of a cooperative program at the senior level, or by entrance into a post-secondary area vocational-technical school.

The secondary program should be so structured that it is flexible enough to meet the varying needs of individuals from different socio-economic levels. The following are examples of the type of flexibility that should be built into the program:

1. The vocational curriculum should be organized on a quantity basis to allow for frequent in-put points and to allow for concentrated preparation just prior to school separation for those who have reached that point without a job skill.

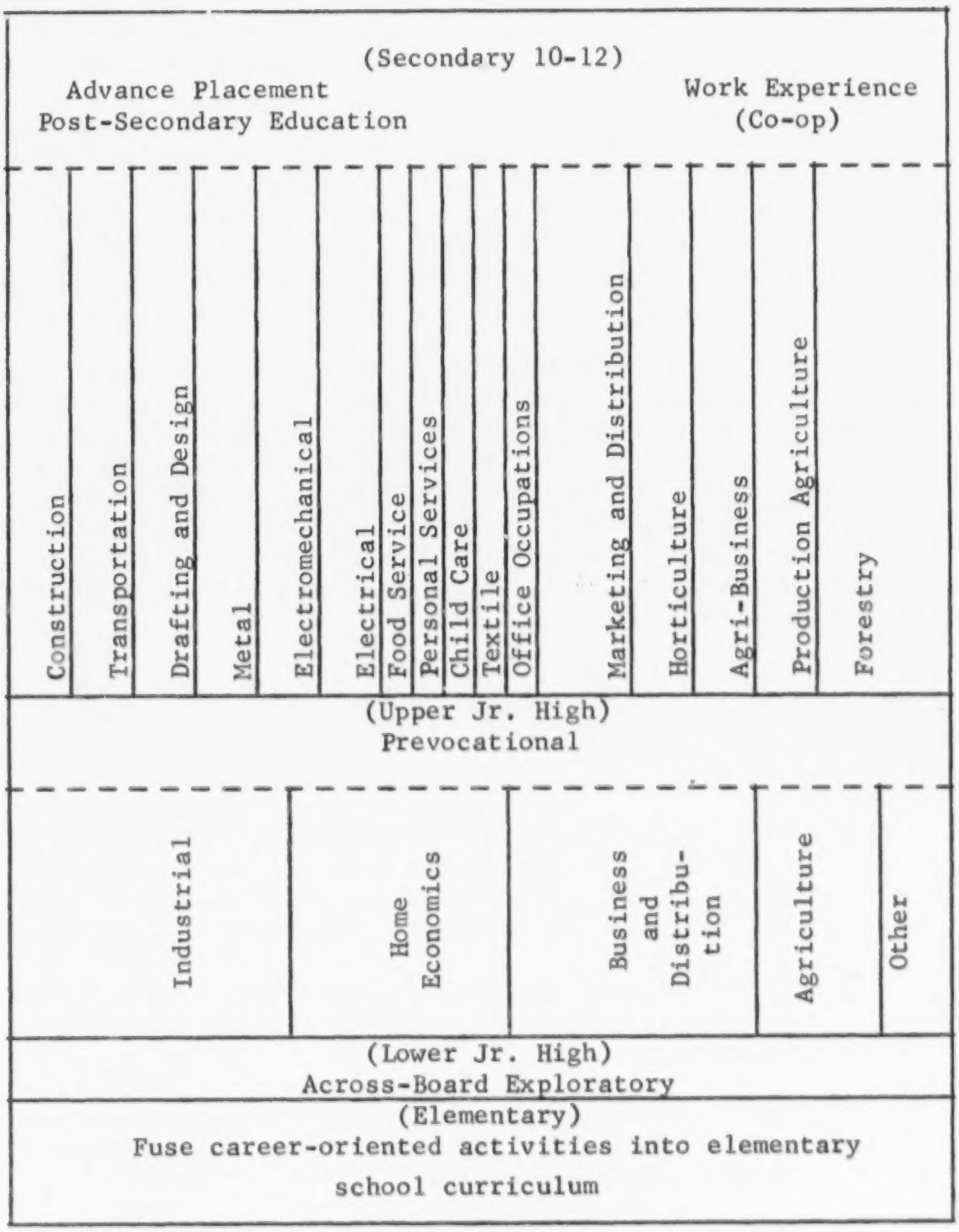
2. The vocational curriculum should provide for varying class lengths in order to enroll the student who thinks he plans to enter college.

3. The vocational curriculum structure should provide for coring within or across vocational service areas in order to provide maximum career options to students.

4. The vocational staff should be employed on a twelve-month contract in order to make maximum use of resources and to serve the maximum number of students.

Relating other curriculum areas to the vocational curriculum would be similar to that previously described. The only change in the counselor role would be one of providing all students with systematic assistance in planning for and implementing their next step. This includes a comprehensive job placement effort. At this level greater use would be made of community resources for training and placement purposes.

Chart VI


(Secondary 10-12)
Advance Placement
Post-Secondary Education
Work Experience
(Co-op)
Construction
Transportation
Drafting and Design
Metal
Electromechanical
Electrical
Food Service
Personal Services
Child Care
Textile
Office Occupations
Marketing and Distribution
Horticulture
Agri-Business
Production Agriculture
Forestry
(Upper Jr. High)
Prevocational
Industrial
Home Economics
Business and Distribu-tion
Agriculture
Other
(Lower Jr. High)
Across-Board Exploratory
(Elementary)
Fuse career-oriented activities into elementary school curriculum

Post-Secondary. At the post-secondary level the aims must be: (a) to prepare for initial entrance and to upgrade individuals for employment in highly technical and skilled occupations; and (b) to provide more basic and short-range vocational programs to prepare large numbers of individuals for employment (individuals who have reached adulthood without the skills necessary to pursue higher level technical and skill training).

The vocational curriculum at this level should be designed to prepare individuals for entrance into particular technical and skill occupations. In addition, a short-term curriculum should be added which is designed to prepare disadvantaged unemployed youth and adults for basic entry level jobs in order to bring them to the point that they could benefit from a higher-level technical and skill program. The counselor's role at this level would be to assist the student in making decisions necessary to successfully complete a program and make the transition to the next step.

Summary and Recommendations

In order to develop career development programs for kindergarten through post-secondary levels, the following recommendations are offered:

A. A career theme should represent a core around which other school experiences might be organized and made meaningful for many students.

B. Schools should recognize that students at all levels of education have career development and choice-making needs and should deliberately develop and execute plans to meet these needs.

C. Vocational educators and guidance personnel should join their resources with those of the total school and community in the development and implementation of a comprehensive educational program with career development as a major thrust.

D. Flexible program designs for career development should be initiated so that students with varying levels of needs, abilities, and maturity can be served.

E. The career development program should be for all students, designed so that students move sequentially from one level to the next.

F. Objectives for career development should be specified in behavioral terms and understood and accepted by the school and community.

G. Concret experiences in simulated work roles, direct work experiences, or extended on-the-job observations should serve as the base for exploratory and prevocational programs.

H. An interdisciplinary approach should be used in conducting the career development program and staff preparation, including both classroom instruction and direct confrontation with work.

I. Students should be allowed to personalize their experiences with individuals who possess counseling skills and attitudes.

J. The concrete career experiences should be designed to enhance academic learning by providing students with immediate application for other classroom experiences.

K. A school climate that provides each student with an equal opportunity to succeed should be created.

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Exemplary Projects

Ten exemplary projects were presented. Elizabeth E. Hunt and Leota M. Laws presented a description of two different, although complementary, career orientation programs for the elementary school. Joe R. Clary, Kenneth Reynolds, and Marion E. Scott presented descriptions of exemplary programs at the junior high level. Clary focused on a comprehensive exploratory and pre-vocational approach for the junior high level, while Scott presented a description of an exploratory program and Reynolds described a program for potential school dropouts. Earl Williams described the development of vocational cluster courses for area vocational high schools, and a description of interrelated occupational education programs for rural high schools with fewer than 300 students was presented by Lamar Branch. A developmental model for occupational education and career orientation was presented by Robert L. Morgan, John R. Coster, and J. B. Jones. Donald B. Hogan described a program of articulation between secondary schools and post-secondary vocational-technical schools.

"Career Development K-6"

Elizabeth E. Hunt, Consultant and Researcher, Second Grade Demonstration Classroom, Marion, North Carolina

Career development, like learning, is a lifelong process. Something should happen, beginning in kindergarten, to help growing human beings arrive at more intelligent career choices and to possess some of the rudimentary competencies necessary to pursue these choices.

The following points should underline a career development program for grades K-6:

1. A career development program must base its rationale on what we know about human beings' growing and learning. Children are generalists,and, therefore, a career development program should be as diverse as possible at the K-6 level.

2. A career development program should reflect the philosophy that the potential and uniqueness of each child is to be valued, no matter to which career the development of this potential may lead.

3. The inherent nature of a career development program makes it automatically a part of the elementary school curriculum.

I should like to elaborate on the first point. The work of Piaget and J. McVicker Hunt underscores the importance of having young children dealing with the concrete. Our public schools have too long emphasized learning at a verbal level.

A career development program, if it is to be most effective at the K-6 level, must afford young children as great a diversity of concrete experiences as possible. Too many of our career orientation and career development programs consist of what can be contained in a book or on a printed page. When they do, they have not improved significantly the public school experience for children, in terms of either learning or getting information about the world of work. Career development for children must go beyond a verbal acquaintance. Children should be provided the opportunities to experience their world through all of their senses. They must touch, taste, smell, hear, and see firsthand for words to have full meaning.

If this idea of providing concrete experiences for children is carried out, it is going to be much more difficult because a wide variety of manipulative materials and activities cannot be contained neatly between the covers of a book, or from nine o'clock to ten o'clock. If a career development program is to be genuinely effective, it must consist of more than just "reading about" careers.

I have spent almost twenty years finding out what young children are capable of doing with tools and a wide variety of media. The past two years, I have been discovering additional kinds of activities which have career development implications, and I can relate these to you.

The movie we are going to see depicts some of the things which young children can do. It also shows how teachers are trained for conducting concrete activities with children.

Additional information regarding the technology for children program and the movie shown may be obtained by writing Miss Elizabeth Hunt, Marion, North Carolina, or the State Director of Vocational Education, Trenton, New Jersey.

"A Career Development Program for the Elementary School"

Mrs. Leota M. Laws, Junior High School Counselor,
210 4 Falcon Hill Drive,
Austin, Texas

Purpose

A career development program which can be implemented within the existing curriculum was designed for the elementary school, grades one through six. The general objectives of the program are to promote the student's understanding of various careers, provide occupational information, expand the child's horizon of career opportunities, and assist the student in finding out about himself as part of the preparation for later decision-making. Specific objectives are also stated for each grade level along with suggestions for evaluation of group and individual progress in awareness and understanding of the world of work.

Description

This program is based on a series of concepts regarding the world of work by integrating theories of authorities in the field of vocational guidance, child development, and curriculum development with statistics from the Labor Department. Each concept is graduated according to difficulty in understanding. Every concept is introduced on one grade level, developed in a subsequent grade or grades, and emphasized further in one or more grades. A central theme of "Careers of the Month" places the spotlight on careers associated with various areas of the curriculum for each month throughout the six grades.

The study of careers is not confined in this program to a few service or professional vocations; it explores many of the occupations associated with all areas traditionally taught in the elementary school. Skilled and semi-skilled occupations are treated with the same emphasis as the service or professional careers. Special effort is made to remove the stereotyped picture of occupations typically found in social studies units and basal readers, i.e., the postman or nurse.

The teachers' guide for this program is divided into three headings: (1) concepts, (2) suggested activities which aid in the understanding of concepts, and (3) suggested resource or supplementary materials to use in concept development.

The discovery method is the primary learning approach used in the suggested activities. Generally, alternate activities are included to provide greater flexibility in meeting the needs of each school, local situation, and individual child.

Planning Process

The above described program can be implemented in elementary schools by:

1. surveying the community occupational structure and relating findings to the needs of children within that community--both immediate and projected needs;

2. increasing the elementary teacher's knowledge of the world of work and planning teaching techniques through in-service training;

3. collecting community and school resource materials and people;

4. obtaining commitment of the community and school;

5. orienting school and community with regard to main features of the program.

6. planning for continuing evaluation and subsequent refinement of program to meet the local situation.

For additional information regarding this program, contact Mrs. Leota M. Laws, 2104 Falcon Hill Drive, Austin, Texas 78745.

"The North Carolina Approach to Career Orientation in Occupational Education"

Joe R. Clary, Executive Director, State Advisory Council on Vocational Education, North Carolina

North Carolina has two approaches to career orientation in occupational education--a course approach which is called Introduction to Vocations, and a non-course approach which is called the Middle School Program. Introduction to Vocations is a course for ninth-grade students to help them take a look at the world of work. The primary purpose of this program is to help students develop techniques for educational and vocational planning. The middle school program is designed to meet eleven occupational needs of students in grades six through nine.

Major areas of study in Introduction to Vocations include (a) exploring occupations according to the structure contained in the Dictionary of Occupational Titles, (b) relating one's self-characteristics to occupations, and (c) evaluating and planning ahead. These topics are considered through classroom-based learning activities. Teachers of this program are required to take two graduate level courses--one methods course and one occupational information course.

The Middle School Program is being implemented in a variety of ways. Guidelines for the program specify that (a) occupational information and career guidance be integrated into the middle school curriculum, and (b) "Hands-on" shop-type experiences in the areas of practical arts, home arts, business and marketing, and agriculture/horticulture be provided. In-service education is provided for teachers and administrators in pilot schools.

North Carolina has 250 Introduction to Vocations Programs with approximately 20,000 students enrolled. Twenty-one pilot Middle School Programs were begun in February, 1970, and an additional 16 are to begin in September, 1970. The Middle School Programs were funded by a state legislative appropriation of three million dollars.

For additional information write to Mr. T. W. Stephens, Chief Consultant Occupational Exploration Programs, State Department of Public Instruction, Raleigh, North Carolina 27602.

"Coordinated Vocational, Academic Education Program (CVAE)"

Kenneth Reynolds, State Supervisor of Special Needs
Georgia State Department of Education
Atlanta, Georgia

Purpose

The purpose of the CVAE Program is to select students who, on the basis of their past performance, have demonstrated a dislike for their school activities, lack confidence, are less capable of dealing with abstract concepts and ideas, and are unable to see the relationship between school activities and the world of work. The intent is to provide these students with meaningful activities in such as way that they can succeed.

Specific criteria for the selection of these students are:

1. Students having absentee rate higher than the school average.

2. Students who are functioning two or more grade levels below their chronological peers.

3. Students who are failing or who are being socially promoted.

Description of the Program

The program is for students in grades 7-12 and includes both a cooperative and laboratory phase. In addition the basic academic subjects, math, science, and communication skills,are taught in relation to vocational laboratory projects and/or student's actual work experience. Students are scheduled into the industrial arts, home economics, or vocational agriculture laboratories, depending upon which is best suited to the student's career needs. In grades 7-9, the emphasis is on acquainting students with jobs and job families through rotating the students through a number of work settings. In grades 10-12, the students are placed in a specific work setting for training purposes.

The objectives of the program are to help students acquire:

1. more positive perception of themselves in both a work role and a school setting;

2. basic work habits needed to successfully compete in industry;

3. skills needed to pursue a higher level vocational skill;

4. certain vocational skills; and

5. adaptive skills needed to cope with today's changing society.

The State Department of Education, through the Division of Vocational Education, provides each system implementing a program with a plus allotment (over and byond the M.F.P.E. allotment) to pay the salary of the program coordinator. The local system must agree to continue the program after the first year. The special training of the coordinator is accomplished through a specially designed in-service program conducted by the University of Georgia.

During the fiscal year 1969-70, 14 programs were implemented. An additional 39 programs will be implemented during the 1970-71 school year.

Planning Process

Guidelines for implementing the CVAE Program were mailed to local systems with application forms attached to the local plan. Those systems that met the criteria were asked to attend an orientation session where the rules and regulations were defined.

A special workshop where specific plans could be made for implementing the program was held for the team of academic and vocational instructors from each school.

Through a cooperative effort by the College of Education, University of Georgia, a specialized in-service program was developed for the program coordinators.

This training was concentrated on group procedures, methods, and techniques of cooperative education.

For additional information concerning the CVAE Program, contact Mr. Kenneth Reynolds, State Supervisor of Special Needs, Georgia State Department of Education, Atlanta, Georgia.

"Program of Education and Career Exploration (P.E.C.E.)"

Marion H. Scott, State Supervisor of Vocational Guidance,
Vocational Education Division, Georgia
State Department of Education

Purpose

The purpose of the P.E.C.E. Program is to provide to all students at grades seven, eight, or nine experience and knowledge that will serve to formulate a basis upon which a more appropriate educational and occupational choice can be made at future major decision points. The program is designed for all students, regardless of their level of educational attainment, and focuses on the entire spectrum of educational and occupational opportunities. The intent of this program is not to force the student to commit himself to an educational or occupational choice but rather to assist him in acquiring the basis upon which future "vocational or educational decisions" can be made.

Description

Occupations have been separated into six major categories of interest which follow a continuum of study from an orientation to working with "people" to one of working with "things." The six categories are: service to others, business, organization, expressing ideas, outdoors, and technology (producing things, fixing things). Each of these six groups of occupations is likewise separated into levels according to the amount of training required and the degree of responsibility assumed by the worker.

The intent of the program of career exploration is to involve the student in concrete work situations directly related to a particular group or set of occupations being studied. Each student spends part of his program time in employment settings. After the student has "experienced" a certain work role in one of the occupational areas, organized group sessions under the direction of a program coordinator are used to assist the student in examining that particular work role or job in terms of the following six dimensions of career development: self-characteristics, economic and social values of work, psychological and sociological meaning of work, educational avenues, other related work roles, and the decision-making process. These organized group guidance sessions allow for integrating these various dimensions of career development into a core of concrete work experiences that will provide the student with the opportunity to relate himself to the many variables connected with career choice.

The Georgia State Department of Education, through the Division of Vocational Education, provides each local system implementing a program with a plus allocation for one year to defray the cost of the program coordinator. The local system must agree in return to continue the program with its own resources after the first year. The special training of the coordinator is accomplished through a specially designed nine-week in-service program conducted by the University of Georgia.

During the pilot year 1969-70 15 programs were implemented. An additional 55 programs will be implemented during the 1970-71 school year.

Planning Process

The planning process to develop and implement the program was a cooperative effort by the State Department of Education, Division of Vocational Education, and the University of Georgia, College of Education. Through the leadership of the Division of Vocational Education, the overall program design was established, and realistic objectives were determined. Through cooperative effort by the College of Education at the University of Georgia, a specialized in-service training program for the program coordinators was developed. A product of this in-service program is the currently used "Guide for Coordinators of Programs of Career Exploration."

Additional information concerning this program may be secured from the State Coordinator of Programs of Career Exploration, Division of Vocational Education, Georgia State Department of Education, Atlanta, Georgia.

"Development of Vocational Cluster Courses for Area Vocational High Schools"

Earl Williams, Coordinator Curriculum Materials Development,
Vocational Education Division, Georgia
State Department of Education, Atlanta,
Georgia

Purpose

The purposes of the cluster concept are: (a) to broaden vocational course offerings to include several related occupational courses rather than one specific occupational course in one laboratory; (b) to prevent duplication in curriculum intent, structure, and content between secondary and post-secondary education; and (c) to provide a broader range of vocational course options to secondary youth. The Georgia State Department of Education Vocational Education Division, has drawn from the work of Donald Maley, Industrial Education Department, University of Maryland, in the development of "Vocational Course Clusters" for students enrolled in area vocational high schools. The vocational course clusters are aimed at the development of job entry competencies for a group of related occupations. The program itself would not prepare any individual for in-depth training, but it is aimed at the development of skills, knowledges, and attitudes that are related to a cluster or a group of occupations. In-depth training would occur through further training in a post-secondary area vocational-technical school, cooperative program, apprenticeship, or on the job.

Description

Thirteen vocational course clusters have been identified which include transportation, drafting and design, metal working, electronics, electro-mechanical, food service, personal services, marketing and distribution, agriculture power and mechanics, ornamental horticulture, conservation, recreation and wildlife, and forestry. Six of the vocational course clusters--construction, transportation, drafting and design, metal working, electronics and elctro-mechanical--were implemented in three pilot area vocational high schools in 1969-70 and will be implemented in additional schools in the 1970-71 school year. To assist local schools in implementing the vocational course cluster, the state department of education, vocational division, and the teacher education staff worked with local area high school staffs in accomplishing the following tasks for each vocational curriculum cluster:

1. identification of job entry level tasks that students would be required to perform for the first six months on the job;

2. development of equipment lists; and

3. development of curriculum guides.

As new area vocational high schools are developed, the curriculum will be structured on a cluster basis. Funds will be made available for equipment to local systems to restructure existing programs.

Planning Process

Through the leadership of the State Department of Education, Division of Vocational Education, the planning process to develop and implement the program was conceived, and the overall program design was established. Through the cooperative effort of the College of Education at the University of Georgia, a specialized in-service training program was developed for instructors to orient them to the cluster concept and to teach them additional tasks or job skills necessary for implementing a particular cluster.

Additional information concerning this program may be secured from the State Coordinator of Curriculum Materials Development, Vocational Education Division, Georgia State Department of Education, Atlanta, Georgia.

"Interrelated Occupational Education Programs in High Schools with Fewer than 300 Students"

J. L. Branch, State Supervisor Agricultural Education
Georgia State Department of Education
Atlanta, Georgia

Purpose

The Interrelated Occupational Education Program was developed for high schools with enrollments of less than 300 students for the purpose of preparing young people for occupations. The program was designed to: (a) make it possible for selected high schools to provide training for carefully selected students in the area of agribusiness, marketing and distribution, trade and industrial education, business, office and home economics related occupations; (b) provide graduates with competencies needed to perform satisfactorily at the employment entry level in selected occupations and to successfully advance on the job; and (c) consist of a carefully planned interrelated combination of classroom instruction and on-the-job training.

Description

During the 1968-69 school year, nine programs were initiated by eight teachers of agriculture and one teacher of home economics who were already employed in selected schools teaching vocational subjects. An additional 11 programs were implemented in the fall of 1969.

In-service training for teachers consisted of five parts:

1. Two days--orientation to program.

2. Two weeks--workshop to cover organization and operation of the program.

3. Three days--workshop to design curriculum and prepare outlines.

4. Follow-up and visits by state staff and teacher educators.

5. Evaluation by all persons involved.

All of the vocational services were involved in the teacher education process with a distributive education teacher educator taking the lead.

During the first year of the program's operation, some of the problems encountered were: (a) overloading of teachers with regular program, leaving them not enough time to devote to the Interrelated Occupational Education Program; (b) lack of curriculum guides and teaching materials; and (c) lack of enough training stations in the community.

A review of the program at the end of the first year resulted in the following conclusions regarding the program:

1. In the implementation of new programs, greater attention should be given to availability of community training stations and sufficient time for the teacher.

2. The in-service effort should be to devote more time to the development of a curriculum guide and teaching resources.

3. The number of students in the program should be from ten to twenty.

Planning Process

The program design, objectives, and guidelines were developed through a series of work sessions that involved teacher education and state supervisors from each vocational service area and local vocational teachers, guidance personnel, and administrators.

For additional information about this program, contact Mr. J. L. Branch, State Supervisor of Vocational Agriculture, Georgia State Department of Education, Atlanta, Georgia.

"The Plan for Implementation of an Exemplary Occupational Education Program in a Rural Community"

Robert L. Morgan, Research Assistant; John K. Coster, Director; and J. B. Jones, Research Assistant; Center for Occupational Education, North Carolina State University, Raleigh, North Carolina 27607

The exemplary program in occupational education that is being implemented in the rural community of Apex, North Carolina, represents a total approach to the problem of occupational education for all students in grades 1-12. A total community commitment to occupatinal education is the basic strategy for the Apex exemplary program. Specifically, the program provides for four phases: (1) introduction of occupational education into the lower grades, (2) expansion of occupational education in the middle grades, (3) provision of additional occupational education and guidance services in the secondary grades, and (4) increased attention to counseling and placement. Ten project staff members, employed as professional staff of the Wake County Public Schools, will function essentially as catalysts to effect internal changes so that all experiences provided students by the school will focus directly on their potential occupational relevance. These personnel and the in-service training experiences provided for the teachers are directed toward insuring that the process objectives and the programmatic changes being made in the system to effect the program delivery are implemented. The procedures for effecting these objectives include integrating occupational information with the basic academic materials at all grade levels, establishing an Occupational Resources Center and "vestibule" training program in the middle grades, increasing opportunities for work experience and cooperative education, and initiating a placement service in the school system integrated with the counseling function. The product objectives, or goals, of the Apex exemplary program in occupational education, presented in an Appendix, refer to behavioral changes of all those involved in the project and will define the success or failure of the Apex program.

"Articulation Between Secondary and Post-Secondary Vocational-Technical Schools"

Donald B. Hogan, State Supervisor of Vocational Guidance
Georgia State Department of Education
301 State Office Building
Atlanta, Georgia 30334

Purpose

An organized program of articulation has been developed between Georgia's 25 post-secondary area vocational-technical schools and surrounding high schools. The purpose of this articulation program is to increase the abilities of each institution to meet the needs of more

of their students. More specifically, the objectives of articulation between secondary and post-secondary vocational-technical programs should be:

1. that all students understand the nature and role of post-secondary vocational-technical schools or centers in the American society;

2. that all students examine those schools or centers as possible educational alternatives for themselves;

3. that all students understand the nature and value of the occupations for which the post-secondary vocational-technical school offers training;

4. that all students project themselves into a future occupational setting while considering the vocational-technical school;

5. that all students relate their abilities, interests, and values to the opportunities in the vocational school;

6. that all students explore the problems which may be obstacles to enrolling but which they plan to solve, such as finances, transportation, selection of curriculum, housing, etc.;

7. that all students either accept or reject the vocational-technical school as being appropriate for them; and

8. that all students making an affirmative decision select a suitable course of study.

Description

Counselors in the respective institutions were assigned the responsibility for promoting articulation between secondary and post-secondary vocational-technical schools. Counselors selected as the basis of their relationship the aim of helping the prospective vocational student to choose wisely from among the alternatives available to him. Both the high school counselors and the area vocational-technical school counselors were seeking to insure that if a student chooses to enroll in a post-secondary vocational-technical school, this school represents the best possible education for him.

Each guidance specialist or counselor views himself as a consultant to the other. In the case of the high school counselor, there is a great need for consultation with respect to the nature of the vocational school as an educational opportunity and the occupations toward which training there may lead. With the rapid growth of post-secondary vocational-technical schools, there is no doubt that information is needed by high school counselors in this area. The high school counselor should serve as a consultant to the counselors in the vocational school. The expertise involved here is oriented primarily around data concerning the

student who is considering entry at the vocational school. This involves the transfer of former high school records and information obtained in counseling interviews from the high school counselor to the post-secondary counselor who will assume primary responsibilities for counseling the student once he enrolls in that setting. To engage in this kind of activity is in keeping with ethical standards, providing the transfer is from professional counselor to professional counselor.

Planning Process

The planning process to develop and implement the program was a cooperative effort by area vocational-technical school counselors and feeder school counselors. The foundation for this relationship was established in July, 1966, at a conference on "Ways the Area School Personnel Worker and the High School Counselor Can Work Together." The counselors at this conference defined the objectives, roles, functions, and activities of each in developing an articulation pattern from secondary to post-secondary vocational programs.

For more information on Project 236--Developing a Program of Student Personnel Services for Area Vocational Technical Schools--contact ERIC Document Reproduction Services, 4936 Fairmont Avenue, Bethesda, Maryland, 20014. ERIC Document No. ED-027 435.

Task Group Reports

All participants were members of one of the eight task groups. The task groups developed guidelines for implementing career orientation and occupational education programs at different educational levels. Most of the task group reports contain a description of the model objectives, rationale, implementation procedures including such things as principles, content, activities, resources, in-service activities, schedule and cost, and evaluation. Task Group A developed guidelines for using the curriculum for a program of career orientation in grades kindergarten through eight. Task Groups C and D developed guidelines for a program of exploration and pre-vocational education at the junior high level. Career orientation through the guidance counselor was the focus of Task Group E, while Task Group F developed guidelines for career exploration, pre-vocational, and preparatory programs for rural high schools. Guidelines for a job placement program were developed by Task Group G. Guidelines for strengthening state level activities for career orientation and occupational education in rural schools were developed by Task Group H. The work of Task Group B on in-service activities was integrated into the other task group reports.

Task Group A

"Guidelines for a Program of Career Orientation
in Grades Kindergarten through Eight
with Total Curriculum Involvement"

Task Group Leader: Leota M. Laws - Texas

Task Group Members: Charles Blackman - Missouri
Welch Barnett - Ohio
B. John Ross - New York
Preston R. Price - Nevada

I. Description of the Model

Task Group A developed guidelines for implementing in rural elementary schools the career orientation program developed by Mrs. Leota M. Laws.* The program developed by Mrs. Laws has a central theme of "Careers of the Month" which places the spotlight on careers associated with various areas of the curriculum each month throughout the elementary grades.

This study of careers is not confined to a few service or professional vocations; it attempts to explore many of the occupations, including skilled and semi-skilled occupations, as they are associated with the different subject areas taught in the elementary school. Attempts are made to remove the stereotype picture of occupations typically found in social studies units.

This program is a developmental program based on a series of concepts, graduated according to difficulty in understanding. Each concept is introduced on one grade level, developed in a subsequent grade, or grades, and emphasized further in one or more grades.

This model provides for fusing career orientation activities into the existing rural elementary school curriculum, kindergarten through grade eight. Activities are sequentially organized for each grade level as follows: (a) kindergarten through grade two, the focus is on the immediate environment; (b) grades three through five, emphasis is on work in the broader community and on helping each other; and (c) grades six through eight, attention is on how jobs are associated with individual characteristics and the needs of the individual. Primary emphasis is given to experiences that involve participation in "hands-on-learning activities," both within and

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*For further information about this program beyond what is given in this report, contact Mrs. Leota M. Laws, 2104 Falcon Hill Drive, Austin, Texas 78745.

outside the school. This model is to be implemented by the classroom teacher in such a manner that career-oriented activities enhance the accomplishment of other school objectives.

II. Objectives

A. Product objectives

The eighth-grade students will be able to:

1. identify and list career opportunities in both the immediate and broader community;

2. list three major careers to which their interests are related;

3. select, obtain, and use sources for finding additional career information;

4. identify levels within ten career fields;

5. list names of individuals in specific careers; and

6. state their interests and aptitudes.

B. Process objectives

Processes used to accomplish product objectives may include:

1. direct experience with workers in work environments;

2. relevant experiences relating to family neighborhood, community, and broader community in a sequential order;

3. taking children into the community to observe workers and bringing workers into the school;

4. class discussions regarding career experiences; and

5. use of a checklist inventory as a means of helping students understand themselves.

III. Rationale

All individuals are faced with developing a set of values, choosing a life-time partner, and making career choices. Since each interacts with and influences the others, the importance of sound career decision-making is highlighted as a gradual and continual process. The learning process leading to career choice requires time, study, and a personal relationship with in-school and out-of-school activities concerned with many careers. Therefore, career development activities are essential in grades K-8.

IV. Procedures for Implementing the Program

A. Basic principles to be followed include:

1. involvement of local administrators and teachers in diagnosing their own problems, reviewing present practices, and developing the program to be implemented;

2. in-service education for teachers who are responsible for the program's operation;

3. establishment of procedures for monitoring program results and for making necessary changes; and

4. involvement of local business, industrial, and community leaders and parents in implementing and evaluating the program.

B. Content, activities, and resources

For purposes of illustration, grades 2 and 4 have been selected.

Grade 2 Learning Activities

Concepts illustrated are: specialization leads to interdependency among people, and some people produce goods and some workers produce services.

Use an assembly line technique to produce Thanksgiving Day cards for children to give to parents and friends. This could be done with two groups--one group using assembly line and the other group working individually. Compare the results at the end of a designated period of time.

Example of assembly line:

a. Two children fold paper into card.
b. Three children trace the design.
c. Four children color the design.
d. Four children write simple verse on the inside of the card.
e. Two children place cards in envelopes which could be made in a similar assembly line if desired.
f. Two children pick up scraps.

References

Lazarus, Harry. Let's Go to a Clothing Factory. Putnam, 1961.

McCall, Edith, and others. How We Get our Clothing. Benefic, 1961.

Wilson, Marilyn C. Let's Go to a Rubber Plant. Putnam, 1960.

"George's New Suit," 10 min., Cornett.

"The Story of Steel," Filmstrip, Society for Visual Education.

"The Factory: How a Product is Made," 14 mins., Film Associates of California.

The children may dramatize the following situations:

a. Group one--everyone is a producer of goods. All children in this group work in factory making cars. Toy model cars may be used if desired.
b. Group two--everyone is a producer of services. All children in this group service cars (gas station attendants) and repair cars (mechanics).

Discuss:

a. What would happen if all workers made cars?
b. What would happen if all workers serviced cars?
c. Why do we need producers of goods and producers of services?

The teacher and children can play a game in which they guess whether certain people produce goods or services. If the teacher is describing a producer of goods, children may clap their hands twice. If the teacher is describing a producer of services, children may knock on their desks twice. Teacher will want to use atypical as well as typical workers.

Examples:

a. "I'm thinking of an elevator operator. He stands in an elevator and takes people up and down from one floor to another floor. Is he a producer of goods or services?"

b. "I'm thinking of a seamstress. She works all day in a factory sewing buttons on shirts. Is she a producer of goods or services?"

Rotter, David. Politicians and What They Do. Watts, 1960.

Grade 4 Activities

Concepts illustrated are: finding areas of interest can aid self-understanding, and self-understanding can point to vocational interests.

The teacher may begin the program for the year by administering the interest inventory, "What I Like to Do." The

children, under the guidance of the teacher, can score their own responses and complete the profile sheet. The teacher may want to duplicate the profile charts so that one copy may be kept for later reference and evaluation. The teacher will need to explain what is meant by the eight interest areas on the inventory.

Checklist Inventory

Examples: I like to
___be outdoors
___be indoors
___draw pictures
___talk to people
___be my myself
___help people
___work with machines
___do things where I can move around
___work with my hands
___try new things
___make up songs
___build things
___collect things

A personnel director for a company may be invited to visit the class to discuss the place of interests and abilities in selecting a person for a job. He will want to point out that people may have many types of interests and that some of these interests can find outlets in work and others in leisure time activities.

C. Describe staff organization, selection and function.

1. The staff organization is to be conventional line and staff.

2. In order to implement the model, no special or new staff positions are required.

3. The superintendent authorizes and supports the program.

4. The curriculum supervisors:

   a. collect and provide resource materials.

   b. coordinate all activities related to in-service and to curriculum and materials development.

5. The principal provides administrative management skills to promote effective implementation of the model.

6. The counselor, if available, coordinates the career orientation program and serves as a special consultant to teachers.

7. The librarian collects and makes available career-oriented materials, community resources, and other materials and professional resources needed by the teachers.

8. The teacher extends and adopts career-oriented learning experiences within the current curriculum structure.

D. In-service activities

The in-service program for teachers will be two-fold in nature. The first step will be to broaden teachers' personal knowledge and understanding of the world of work. This will be done by the following activities: demonstration classes, video tapes on different jobs, classroom labs, summer work experience, and structured business and industry visits. Teachers will also be taught some techniques and methods that can assist them in using the model. These may include:

1. assigned committee work cutting across grade levels to determine content and concepts to be taught.

2. discussion of approaches to learning applied to career orientation program.

3. examination of career-oriented resource materials.

4. an opportunity for teachers to examine their own value system in regard to the world of work and hierarchy of jobs.

5. utilization of consultants to explain model program and to show how the model could be implemented.

E. Schedule

The decision to implement this program should be made by those concerned during the school year preceding its implementation. The summer prior to implementation should be scheduled for in-service activities.

F. Cost

To implement this model, few if any additional financial resources are needed.

V. Evaluation

Procedures for evaluating the program should be developed.

Task Group B

"Guidelines for a Year-long In-Service Program"

Task Group Leader: Verne Laws - Texas

Task Group Members: Darrell K. Biggs - Illinois
Lillard G. Ashley - Oklahoma
J. C. Gober - Georgia
V. E. Burgener - Illinois
Billy E. Lyon - Maryland

This task group report has been incorporated into the other reports.

Task Group C

"Guidelines for a Program of Career Orientation and Occupational Preparation at the Middle or Junior High School Level with Emphasis on Career Exploration Activities"

Task Group Leader: Merle Collins - Oklahoma

Task Group Members: Linelle Grier - Mississippi
Lynn G. Bevins - Tennessee
John L. Huffman, Jr. - North Carolina
Darrell D. Brensing - Kansas
Lyle S. Evenson - North Dakota

I. Description of the Model

Task Group A developed guidelines for implementing in rural school grades 6, 7, 8, and 9 a career orientation program that consists of four major components: (a) correlation of academic subject matter with the world of work opportunities and real life situations; (b) intensive group guidance; (c) occupational information; and (d) exploratory "hands-on" or extensive direct work observation experiences. Implementation of the program requires involvement and commitment by the total school staff. In order to exploit the career implications of each curriculum area and to correlate academic subject matter with career-oriented activities, teachers are to have sufficient time scheduled to carry out joint planning. The exploratory ("hands-on" or direct observation) experience may be provided by a "shop" instructor, a combination of instructors, or work observation in the community. The modular approach might be more effective at the sixth- and seventh-grade levels and the course approach more

effective at the eighth- and ninth-grade levels. The provision of occupational information may be handled by one teacher in a module/core approach by a combination of teachers, in a course approach on a quarterly or semester basis, by the guidance person, or by an occupational information center. Monthly sequentially-planned group guidance sessions are to be provided for all students. The program's total impact on students will be greatest if the four components are implemented in a coordinated manner.

II. Objectives

A. Product objective

The product objective of an occupational education program in the early and middle grades is to supplement the existing educational program by providing additional opportunities for all students to assess themselves and the world of work more realistically as a basis for making the educational, social, and occupational decisions facing them.

B. Process objectives

The major process objectives to be used in accomplishing the product objective are:

1. to provide greatly increased opportunities for and assistance to students in appraising their own abilities, potential, interests, desires, and needs and to relate these to their educational, social, and occupational development;

2. to enable the schools to more effectively provide a career development model for the students from grades 6 to 9;

3. to make the total program of instruction more relevant and more closely identified with the changing world of work;

4. to provide shop and laboratory experiences which provide a "hands-on" exploratory experience; and

5. to strengthen the middle school total education program as a means of reducing the dropout rate during this period.

III. Rationale

An occupational orientation program which begins in the early years and continues through high school affords the individual opportunities to appraise himself, to recognize the many career choices available, and to understand the process and end result of occupational decision-making.

IV. Procedures for Implementing the Program

A. Basic principles to be followed

1. Setting the stage - In order to implement the proposed model for an exploratory career development program for junior high school youth, support for the program must be generated from a number of sources at the local level. Initially, administrative support must be solicited because of the impact this model would have on the instructional and guidance programs. Once administrative approval has been granted, support must be forthcoming from counselors and teachers. Last, but certainly not least, the requirements of the model for utilization of community resources dictate the necessity for lay support. The person responsible for the coordination of the program must be identified early and must be given the time, authority, and freedom necessary to make needed contacts and to involve appropriate in-school and out-of-school resources.

2. Flexibility is one of the key points of the program. The needs of the student should be foremost in any approach that might be implemented. It is clearly recognized that every situation is somewhat different - students, student needs, teacher competency, facilities, equipment, learning climate, etc. The flexibility of this program should allow for its implementation at any school regardless of size. The number of course offerings will determine the range of experiences available. However, in the rural communities with limited range of occupations available, it will be necessary to incorporate field trips, films, guest speakers, etc., so the student will not be denied the occupational exploration taken for granted by students in metropolitan areas.

B. Content, activities, and resources

1. See pages 66 and 67 for a suggested curriculum pattern for a program of career orientation and occupational education.

2. See page 68 for an example of how each curriculum area might be expanded.

C. Staff organization, selection, and function

1. Project coordinator - A coordinator for the overall supervision of the program helps ensure the success of the program.

2. Staff involvement - The initiator of the model must develop plans to ensure staff involvement. One possible approach might be to present the model and explanatory information to the administrator so that he clearly understands the total implications of the program.

It is conceivable that a next step might be for the guidance person and the building administrator to cooperatively identify teachers who are perceived to possess a guidance point of view. These will vary from one level situation to another. There might be a minimum of one teacher at each grade level: it could be a number od department heads. The guidance person and building administrator may wish to choose two or more leaders from the community who would support the program.

It is possible that the above named persons would serve as an Advisory Committee charged with the responsibility to and delegated the authority to implement the model.

Table 1

TENTATIVE SUGGESTED CURRICULUM PATTERN FOR OCCUPATIONAL EDUCATION IN THE MIDDLE GRADES

Activity	Experience by Grades			
	6th	7th	8th	9th
Syllabi	A syllabus for English, math, and science correlated with the world of work should be prepared for all grades.			
Group Guidance	Introduce group guidance activities. Introduce the basic difference between manufacturing and non-manufacturing industry.	Provide for field trips and speakers (this should be done at all grade levels). Provide for understanding of broad occupational categories.	Intensive use of individual learning activities that enable the student to continue exploration in his area of interests.	Continue with group guidance that allows students to share the knowledge they have acquired through individual learning.
Shop Activities	Introduce the use of tools.	Simple use of tools. Basic care of tools. Simple construction projects.	Intermediate experience in building projects, assembling of materials, activities relative to the building trades.	Exploratory activities in use of power tools, construction projects, repair of gasoline engines, electronic-oriented projects.
Related Agricultural Activities	Introduce students to growing plants and raising animals.	Provide simple experience in horticulture operations.	Intermediate plant and animal science projects.	Exploratory experience in plant and animal science.

Table 1 (Continued)

Activity	Experience by Grades			
	6th	7th	8th	9th
Related Clerical Activities*	Introduce typewriter, use of adding machine, bookkeeping operations.	Simple experience in typewriting, use of adding machine, bookkeeping operations.	Intermediate experience in typewriting, use of adding machine, etc.	Continue as in 7 & 8, provide exploratory activities in communication skills.
Related Home & Service Activities	Introduce personal care, food selection, and home furnishing care.	Provide for simple experiences in evaluating occupational skills in sewing, food service, cleaning, infant and child care.	Intermediate experience in clothing, food service, family relationships, home living, infant and child care.	Provide exploratory activities in clothing, food service, housing, home decoration, child care aid, and institutional services.
Homemaking	Introduction of homemaking skills and personal care.	Simple experiences in relationships with others, home living, clothing, foods, and child care.	Intermediate experience in home and family life, clothing, foods, infant and child care.	Exploratory experiences in housing and home decoration, clothing services, food services, child care occupations and instructional services.

Note: All students should take part in all activities in grades 6 and 7. Students should then be ready to identify their interests and select those areas of activity in which they will have exploratory experiences during grades 8 and 9.

*Clerical Activities has been used as an expanded example. All activities may be treated in this manner. (See Table 2.)

Table 2

CLERICAL ACTIVITIES BY GRADES

Activity	6th Grade INTRODUCTORY EXPERIENCES	7th Grade SIMPLE EXPERIENCES	8th Grade INTERMEDIATE EXPERIENCES	9th Grade EXPLORATORY EXPERIENCES TO APPROPRIATE DEPTH
Typewriting	Letter keys, continuity	Figure keys, centering and composing, exercises	Symbol days, beginning production	Continue with exploratory experiences.
Office Machines	Introduction to adding machines	Adding machines and calculators	Duplicating and copying machines, key punch machine, verifier, sorter, and calculator	Checkwriting machines, reproduction of material, practice in various data processing operations
Business Operations Checkwriting Banking Forms Credit	Introduction to use of money, etc.	Simple problems	Intermediate problems	Vicarious experiences and participation in office, cafeteria, ordering, receiving, storing, and accounting
Bookkeeping	Introduction to principles	Simple problems using ledger	More difficult problems	Problems bringing together various business operations
Filing	------	Introduction to principles	Experience in filing a variety of materials by several systems	Planning and setting up a new file
Communications	------	Telephone skills, business letters, introduction to salesmanship	Buying and selling experience (both roles), business letters inquiring, complaint, application, public relations, acting as a receptionist	Interviewing to obtain information, being interviewed as an applicant, preparing a written report, presenting an oral report, introducing notehand and shorthand

D. Implementation plans

1. In-service - The approach taken for the implementation of this model provides for the maximum utilization of presently trained general education and vocational education teachers and guidance personnel. This would make possible the implementation of a state-wide program in much less time than what is normally required. However, in order to do this, many attitudes must be changed in addition to the provision of new materials. Funds for in-service education will be used to provide training for teachers in the middle grades. They will be instructed on methods and techniques for incorporating occupational orientation information into their regular subject field. This training could be done by state level staff and through contractual arrangements with other agencies and institutions. Once this training has taken place, it will be only as effective as the materials provided to the teachers and counselors. With the funds proposed, teachers, curriculum specialists, and others will prepare for eventual distribution the types of curriculum guides and materials necessary to ensure an effective program.

2. Supervision and follow-through - The supervision and follow-through would be a cooperative effort between the local and state education agencies.

3. Supportive services - In order for the program to be effective, certain equipment and materials will be needed by the teacher and counselor in addition to those provided in program preparation. Special services such as those of psychologists and other specialists are needed in local educational agencies. The contractual services would make these available to the unit to the extent that they could not be provided by the state agency. Funds are needed to develop and implement a comprehensive evaluation of the program. Certain travel to new programs by teachers experienced in the program will be necessary; the projected funds will provide for this.

4. Obtaining local commitment - It is of utmost importance to obtain local commitment from the governing board to ensure continuing support of the project. A signed agreement between the state agency and the local board should exist, spelling out the responsibility of each. Local effort should provide for necessary field trips, speakers, etc., in sparsely populated areas.

E. Time schedule

Adequate time must be allowed for successfully planning, implementing, and carrying out the model. A pre-service training period of at least two weeks is a must after the staff is selected.

Since it involves change in curriculum, this project is to be a continuing program, based on the assumption that the staff is ready to receive--and has the attitude to make--such changes.

F. Cost

The average "project" has five additional teaching personnel who can serve approximately 400 to 600 students.

Personnel: Counselor coordinator (coordinate project; ensure integration of subject matter, involvement of local agencies, in-service, etc.)

Occupational guidance counselor (provide group guidance, "instructional guidance," and counseling as needed.)

Instructional personnel

1. Basic shop-oriented
2. Homemaking, service, and/or health occupations-oriented
3. Clerical and business-oriented

Average project cost:

Program administration (state level)	$ 6,101.00
Program preparation (in-service and materials development)	18,145.00
Program implementation (salaries, retirement, Social Security, etc., for teachers)	43,283.00
Program support (materials, equipment, evaluation, etc.)	28,482.00
TOTAL	$96,011.00

V. Evaluation

This model should undergo an evaluation by the state staff and/or the Research Coordinating Unit and a self-evaluation by the teachers and counselors.

Task Group D

"Guidelines for a Program of Career Orientation and Occupational Preparation at the Middle or Junior High School Level with Emphasis on Pre-Vocational Activities"

Task Group Leader: Donald J. McKay - Wyoming

Task Group Members: Oswald Weise, Jr. - Arkansas
Charles I. Jones - West Virginia
A. E. Pagliarini - Minnesota
William B. Jeffries - Florida
H. Paul Sweany - Michigan
Thomas C. Stone - South Dakota

I. Description of the Model

Task Group D developed guidelines for implementing a laboratory-based career exploratory program for students in grades six through nine by developing curricula for four career clusters. The four proposed career clusters closely approximate the existing areas of industrial arts, home economics, business and distribution, and agriculture. For the most part, existing curricula in these areas would need revision before maximum utilization could be made of them for career exploration.

It is proposed that a one-year exploratory curriculum be established in each of the four career clusters and that the curriculum be broken into six, six-week units with each unit focusing on a particular occupational area. During a three-year period, all students would be required to take at least six of the six-week units, with at least one being from each career cluster area. In each unit, students would be given an opportunity to become familiar with the tools, materials, process, or service of a particular occupational area through "hands-on" experiences. The career cluster concept is illustrated on the following page.

II. Product Objectives

Upon completion of the occupational exploration in the middle school, a student will:

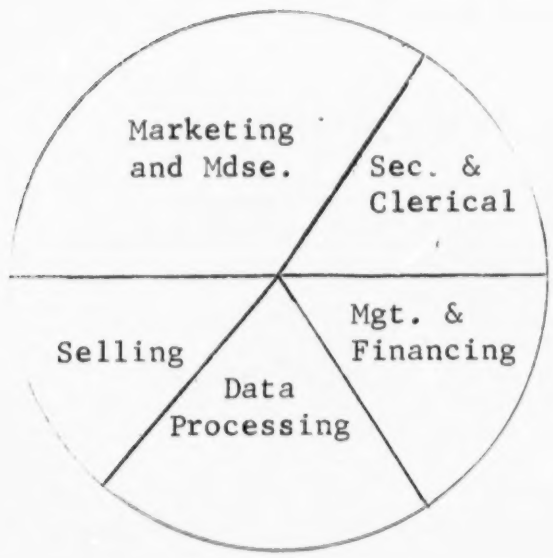
A. participate in a minimum of six segments of work exploratory experience including one from each career wheel;

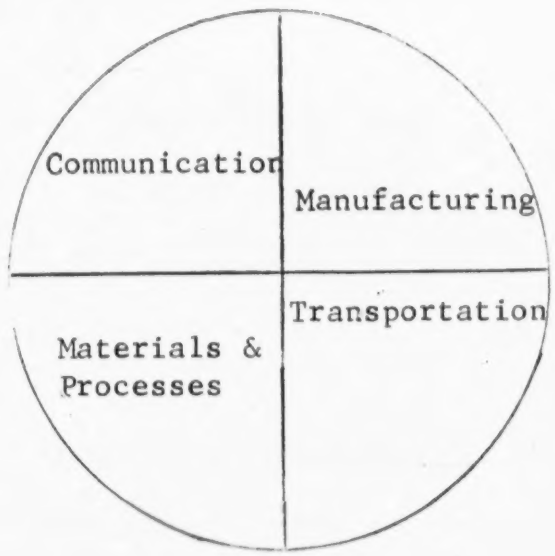
B. acquire basic skills defined in the career cluster in which he has enrolled and studied;

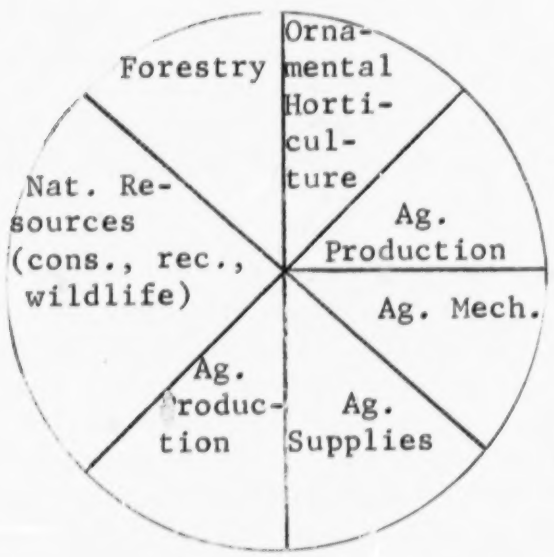
C. identify or display attitudes comparable to those employed in the occupations in the career cluster unit;

CHART VII

CAREER CLUSTER WHEELS FOR CAREER EXPLORATION
AT THE MIDDLE OR JUNIOR HIGH SCHOOL







Explanatory Notes

1. The career cluster approach is a three-year program with each year divided into six-week units. Therefore, over the three years, the student enrolled in the program could have the opportunity to explore 18 different career segments from the cluster wheels. The designs above illustrate four cluster wheels from which career segments may be selected.

2. The program is totally elective, and the student can enroll through random choice in one segment or another, in one cluster or another.

3. Each student is required to complete six units (the choices being elective) from the above career clusters with a minimum of one unit from each of the four career cluster wheels, each year.

D. identify an occupational family that may contain a potential career choice based on his understanding of the world of work and himself; and

E. complete actual tasks necessary for acquisition of skills, concepts, and attitudes comparable to those employed in the unit studied in the career cluster.

III. Rationale

The rationale for an occupational exploration at the middle school age is associated with the needs of this age group. Youth at this age have rather specific characteristics which in turn suggest certain needs. For example, they lack firsthand knowledge of the world of work; therefore, they need experiences which will supply this knowledge both directly and vicariously. They have had opportunities to explore their capacities in various areas under a variety of situations; therefore, they need opportunities to appraise their emerging potentials. This age group is characterized by a lack of self-confidence. There is a need, then, for experiences which tend to build self-assurance into the developing personality.

IV. Procedures for Implementing the Program

A. Basic principles to be followed

One basic principle must be adhered to in implementing each career unit--the student must be involved in laboratory and or work experiences directly related to the occupations included in the exploratory unit.

B. Content, activities, and resources

Example of an exploratory unit is presented:

EXPLORING COMMUNICATIONS

Occupations involving communications furnish employment to a sizable portion of the work force. Included in this exploratory unit are all levels ranging from unskilled through professional workers in such occupations as graphic arts, drafting, radio-television, electricity-electronics, technical report writing, and advertising copy. Each of these occupations will provide the students with an exploratory unit involving actual task work associated with the occupation indicated. Six weeks will be devoted to this career exploration if chosen by the student from the basic cluster wheel.

Major Learning Outcomes (Broad Unit Ojbectives)

This unit is designed to give all students an opportunity to explore manipulative skills for the purpose both of self-appraisal in relation to this type of work and better understanding of the

service that persons in these occupations contribute to society. Secondly, the student will be able to explore communication skills needed to perform this type of work and to understand better the relationship between his educational preparation and the world of work.

Upon satisfactory completion of this unit, the student will be able to:

1. identify specific requirements and skills needed for success in these occupations;

2. identify and explain changes which are taking place that affect the occupations in which he may be interested;

3. identify educational and training requirements for these occupations; and

4. evaluate personal interests in communication-oriented occupations.

Specific Content and Concepts to be Learned (Product Objectives)

1. Occupations classified as "communications" include graphic arts, drafting, radio-television, electricity-electronics, technical report writing, and advertising copywriting.

2. Students will perform tasks related to the area of communications being studies.

3. Upon completion of the unit, students will be able to perform specific tasks related to an occupation within the cluster, demonstrating an understanding of the tasks required by a person involved in some segment of the career cluster.

Topical Outline and Suggestions for Teaching-Learning Activities.

Topical Outline	Some Suggestions for Activities
I. Introduction	Why is it important to learn the information in this unit?
A. Definition of communications occupations	
1. Non-research type activities	Involve students in defining communications. Suggest a few occupations as examples.
2. Found in such areas as radio-television, drafting, graphic arts, electricity-electronics, and technical report writing	Have students make bulletin board of types of occupations.

3. Concerned with physical activities

B. Importance in this state

1. Employment for sizable proportion of work force

2. Economy, well-being, safety, and comfort dependent on them

C. Importance in the nation

II. Identifying Communications Occupations--Sources of Information

A. Occupations of parents, relatives, and neighbors — Determine occupations of parents which are related to communications.

B. Newspapers — Save the "Help Wanted" ads from your local newspaper for one week. Determine which jobs are manual or mechanical. Which percentage are communications-oriented?

C. Books and pamphlets — Divide students into several groups. Let the groups compete to identify the most communications within a certain time period.

D. Films and filmstrips

E. Information sources in our school library

F. The guidance counselor and counselor's materials

G. The vocational department and teachers

H. Information in the classroom

III. Exploring Communications Occupations

A. Graphic Arts

1. Introductory materials

2. Actual exploration

Make a stencil for application to a T-Shirt, e.g., "Stamp Out Poverty" or "Get a Job." Students will design stencil for silk screen, cut the stencil, and actually apply it.

B. Drafting

1. Introductory materials

2. Actual exploration

Demonstrations of multi-view and pictorial sketching by the student.

C. Radio-Television

1. Introductory materials

2. Actual exploration

Construct simple electrical circuits.

D. Electricity-Electronics

1. Introductory materials

2. Actual experience

Develop a parts and materials list for a 2-pole electrical motor. Write explanation of what students did and how they did it.

Other Activities

1. The above suggestions are only examples of what might be done. The teacher is encouraged to broaden the exploratory experiences whenever possible and to enlarge the number of simulated experiences.

2. The levels of hierarchy of complexities will be from unskilled through professional so students will become aware of these levels within career clusters.

3. The teacher is encouraged to use any of the following techniques in the introductory materials to inform the student of the occupational area:

projects
demonstrations
gaming techniques
field trips
resource persons

simulation
audio-visual
observation
laboratory
individual or group study
notebooks, scrap books
incentive awards

4. The major emphasis at all times in any of the career clusters is on the actual task or work experience related to the occupation being explored.

5. The teachers will develop a list of resource materials during a pre-service time set aside for them to do this task.

C. Staff organization, selection, and function

In order to implement this program, one person should be identified as the Career Development Coordinator. The entire staff will provide the resources and materials needed for the units.

D. Implementation plan

In order to implement the program the following will be required:

1. a commitment to the program by the local school board, local administration, and total faculty;

2. involvement of all teachers in planning the program;

3. in-service programs for the staff;

4. involvement of community leaders and parents in planning and implementing the program;

5. development of adequate curriculum materials; and

6. design and equipment for four career cluster laboratories.

E. Time schedule (See planning and implementing schedule on the following page)

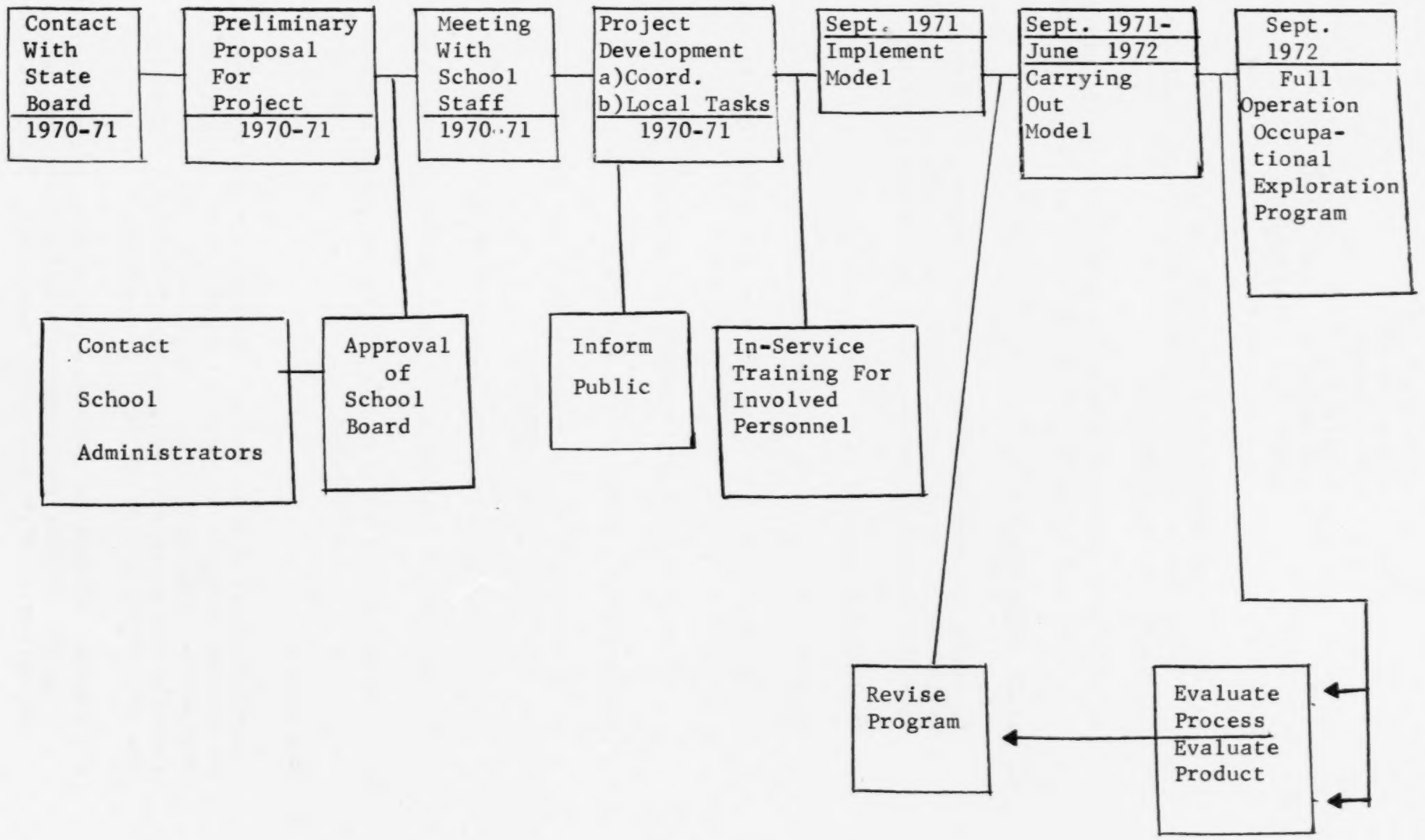
V. Evaluation

A comprehensive evaluation will be made of all the important phases of the new Occupations Exploration Program. As programs are developed, evaluation procedures will be designed to determine how well specific learning and program objectives are fulfilled. Therefore, the following evaluation procedures are recommended:

A. Conduct studies to determine how well background information about students predict performance in course work and future occupations. Attention is directed to the fact that a study designed to predict

CHART VIII

PLANNING AND IMPLEMENTATION SCHEDULE


Contact With State Board 1970-71
Preliminary Proposal For Project 1970-71
Meeting With School Staff 1970-71
Project Development a)Coord. b)Local Tasks 1970-71
Sept. 1971 Implement Model
Sept. 1971-June 1972 Carrying Out Model
Sept. 1972 Full Operation Occupational Exploration Program
Contact School Administrators
Approval of School Board
Inform Public
In-Service Training For Involved Personnel
Revise Program
Evaluate Process Evaluate Product

vocational success requires the collection of information over a long period of time, whereas the prediction of success in course work (taken within the middle grades) may be completed within one to several years. Prediction studies should prove invaluable in determining which type of students can achieve satisfactorily in a particular course.

B. Conduct studies to discover whether there is a significant change in the morale, attitude, performance, and general achievement of the participating students.

C. Make a special effort to determine whether the new occupational program is consistent with the special needs of the students within the middle school age range.

1. Attention should be directed toward determining the age at which students become mature enought (socially, mentally, and physically) to participate in various phases of the vocational program.

2. A special study may be conducted to determine at which age interest and personality patterns become established and relatively stable.

Task Group E

"Guidelines for Career Orientation Program in Grades 9-12"

Task Group Leader: Eldon E. Ruff - Indiana

Task Group Members: R A. McKinney - Indiana
Gary Narum - North Dakota
Ron Dumdei - South Dakota
John Madson - Nevada
Robert E. Campbell - Ohio
Mitsugu Sumada - Hawaii
Robert N. Claxton - Tennessee
Harrison Williams - Indiana
Bob Plunkett - Arizona
Ernest Rush - Arkansas

I. Description of the Model

Task Group E developed guidelines for implementing a career orientation program in grades 9-12. The guidelines consist of a list of general principles which served as a basis for the development of a meaningful career orientation program at the secondary level. The program design consists of objectives, learning activities, and resources. The design is unique in that objectives were identified

under four dimensions of vocational behavior: (a) knowledge of self; (b) knowledge of the world of work; (c) work-related attitudes, values, and motivation; and (d) vocational planning strategies for students. Corresponding learning activities and resources are proposed to accomplish each objective.

II. Principles

A. General principles essential to the development of meaningful career orientation programs

1. Career development must be included as an integral part of each school's philosophy.

2. Career orientation programs must be designed and provided for all students.

3. A career orientation program must be provided as a long range developmental program rather than a "crash" or remedial program.

4. School systems must become increasingly more flexible in order to meet the needs of all students. Examples of possibilities might be:

   a. The four-quarter school year.

   b. Mini-courses centered around vocational and avocational interests taught throughout the school year and summer.

5. A well-developed career orientation program must increasingly place more responsibility on the student so that he progressively becomes more self-reliant and more ego-involved.

6. For the greatest benefit, the career orientation program must provide for maximum involvement of parents in the development process. This may include intensive in-service for parents when appropriate.

7. An effective career orientation program must be a coordinated effort involving the students, parents, school personnel, and community resource personnel. Service clubs, trade and professional groups, and unions must be included.

III. PROGRAM DESIGN

CAREER ORIENTATION PROGRAMS, GRADES 9-12
OBJECTIVES, ACTIVITIES, RESOURCES

Four Dimensions of Product Objectives in Vocational Behavior	Learning Activities to Accomplish Objecives (These activities can be most effectively developed under the direction of an Advisory Committee for Career Orientation composed of educators and community workers.)	Resources for Carrying Out Learning Activities
A. Knowledge of self		
1. Ability to realistically assess and understand personal attributes	1. Personal contact with vocationally oriented counselors and teachers	1. Counselor with orientation and experience in occupations other than education
	2. Taking appropriate tests to determine aptitudes, interests, achievement and ability	2. Career-oriented teachers
	3. Participation in coordinated work experience programs	3. Tests - Arrange for students to take appropriate ability, interest, and aptitude tests and to have results interpreted for them
		4. Business, industry, and vocational clubs
B. Knowledge of the world of work		
1. Awareness of career opportunities on the local, state, and national levels	1. Exploration of career opportunities through multi-media	1. Career resource centers

Four Dimensions of Product Objectives in Vocational Behavior	Learning Activities to Accomplish Objectives	Resources for Carrying Out Learning Activities
2. Awareness of various career clusters	2. Participation in organized classes programmed into the school schedule and taught by occupationally oriented and qualified teachers on a full-time basis in cooperation with counselors and other teachers	2. VIEW program
3. Knowledge of educational requirements of jobs		3. Career days
4. Knowledge of the changing job market		4. Vido and film loops 5. Community resource persons 6. Interview tapes and filmstrips 7. Pictures and slides
C. Work related attitudes, values, and motivation		
1. Development of positive attitudes toward work	1. Participation in cooperative training programs	1. Business and industry personnel
2. Development of understanding necessary for success on the job	2. Participation in small group activities with counselor; on-site interviews with workers; small-group activities with other cooperative training participants to share job experiences; participation in field trips to visit work situations; involvement in youth clubs and activities	2. Human Relations Kit McGraw-Hill
3. Knowledge of interdependency of people and human relations	3. Participation in summer activities organized by teachers employed on a 12-month basis (e.g., summer camp, mini-work experiences, tours, etc.)	3. Encounter Tapes for Vocational Education, Bell-Howell

Four Dimensions of Product Objectives in Vocational Behavior	Learning Activities to Accomplish Objectives	Resources for Carrying Out Learning Activities
4. Knowledge of worthy use of leisure time		4. Film "Eye of the Beholder" 5. Records of job interviews-Guidance Association 6. Cassettes of job interviews-Guidance Associates 7. Career filmstrips-Guidance Associates 8. "See a Job," 16mm film series - McGraw-Hill 9. "Adjustment to Supervision" film series - Ohio State
D. Vocational planning strategies for the student		
1. Awareness of guidance services in the school and community	1. Involvement in school orientation programs	1. Student advisory committee
2. Knowledge of career development	2. Interviews with workers on development of case histories	2. Workers in all occupations
3. Orientation to secondary and post-secondary education	3. Involvement in school orientation programs and visitation to post-secondary schools	3. Employment Security Division counselor
4. Understanding of job application and interview procedures	4. Involvement with state employment agency	4. Chamber of Commerce
5. Knowledge of how to apply and implement career plans	5. Participation in Job Fair programs	5. Youth Opportunity Centers
6. Awareness of placement and follow-up services		6. Neighborhood Youth Corps
7. Acquisition of vocational decision-making skills		7. Local, state, and federal governmental agencies 8. Union leaders 9. Trade association leaders

Task Group F

"Guidelines for a Comprehensive Program of Career Orientation and Occupational Preparation for Grades Nine through Twelve"

Task Group Leader: J. L. Branch - Georgia

Task Group Members: Jack P. King - Wyoming
Calvin C. McRae - Montana
Donald N. Taylor - California
Thomas W. Gambino - New Jersey
James Naylor - Illinois

I. Description of the Model

Task Group F developed guidelines for implementing a comprehensive program of career orientation and occupational preparation for grades 9-12 primarily in rural areas. Implementation involves maximum utilization of existing school and community resources and is obtained through the initiation and coordination of three components: administration, career orientation, and occupational preparation. The functions to be performed by whom, the coordination, and the possible resources and approaches have been outlined under each component. The administrative component is performed or initiated by either the principal or superintendent and includes obtaining community involvement, assessing resources and needs, providing for staff development and staff coordination, and arranging for instructional resources. The career orientation component is performed by teachers and counselors and includes occupational investigation, personal assessment, work attitudes, and educational opportunities. The occupational preparation component would be coordinated by the pre-vocational and vocational staff with other teachers and community resources in providing pre-vocational, vocational, job placement, and post-secondary placement assistance to all students. It is assumed that any school, regardless of size, can implement most of the components with the possible exception of the advanced specific skill training courses in very small schools. In those cases some suggestions are offered as possibilities to be considered.

II. Description of Type of Community, School, and Population

Although the model being proposed may be used in different size situations, the main target is the small rural high school. Hypothetically, this situation may be described as a small town high school with an enrollment of some 300 students. There are a few businesses within the town, with agriculture being the primary industry in the surrounding community.

III. Objectives

A. To enable the student to develop marketable skills, commensurate with individual ability and potential, satisfying and compatible with the student's evolving self-image and relevant to the employing community

B. To enable the student to finish school with an entry-level occupational skill or to be prepared to pursue some type of post-high school education

IV. Basic Principles to be Followed

Career development education:

A. is right for everyone and must be made available to all students regardless of ability, home background, or ethnic group.

B. is the responsibility of the total school and must not be left to a single segment of the school.

C. must satisfy the goals and needs of the student, community, and education.

D. should develop the qualities of leadership and citizenship essential for employment and improvement of society.

E. should provide all students with experiences designed to facilitate career decision-making in the immediate or more distant future.

F. should help each student better understand himself in relation to his abilities, interests, and environment.

G. should develop requisite skills, attitudes, and knowledge necessary for employment and living together.

H. must have a multi-level arrangement to accommodate students of all ability levels.

I. programs must be flexible, allowing students to move in and out of programs to meet their individual needs and interests.

J. must be sequentially organized to allow students to develop skills commensurate with their ability.

K. should provide all students graduating from high school with a marketable skill at the job entry level.

L. should provide all students with equal services whether they be academically or vocationally oriented.

M. should provide students with assistance to re-enter education in order to obtain a new higher level job skill.

N. should include a supervised practice program in vocational education, approaching real-life working situation as nearly as possible. The quality of training will be somewhat proportionate to this.

V. Procedures for Implementing Program Components

A. Program overview

The following list of components is designed to represent the major elements from which comprehensive vocational programs can be developed in the areas of career orientation and occupational preparation.

The list is divided into three categories to delineate, to some extent, the areas of responsibilities. The first group represents those functions, primarily administrative in nature, which will probably be done or at least initiated by the superintendent, the principal, or the vocational director.

The second group represents the basic elements of career orientation. These elements involve instruction and will typically be carried out by teachers and/or counselors. They can be done in separate career orientation classes incorporated with existing programs such as social studies. They can be done as units, semester classes, year-long classes, or sequential aspects of a 3- or 4-year high school program.

The third group lists the major kinds of experiences suggested for preparing students for specific occupations. This is, admittedly, the most difficult area, particularly for small schools. The smaller the school the more limited are the staff and resources, and, therefore, the more restricted are the occupational offerings.

The assumption is made, however, that small schools have as great an obligation as larger ones to provide as wide a range of opportunities as possible, so as to avoid or at least alleviate the geographic discrimination to which rural youth are frequently subjected.

The listings are not designed as a "cook book" with precise ingredients given. Rather, they are intended as guides to show what can be done as the school attempts to fulfill one of its major objectives--that of preparing youth for the world of work. Parenthetical notes are offered for clarification but are, at best, very sketchy and imcomplete.

B. Administrative components

1. Community involvement

Community involvement is essential for support and acceptance and can possibly be accomplished through:

a. organizing advisory committees for general direction and program planning;

b. utilizing good public relations in "selling" program and informing parents and community of progress and problems; and

c. involving business and industry in providing training sites, consultants, etc.

2. Commitment

How far a school can go in developing a comprehensive career orientation and occupational preparation program is dependent upon the commitment of the superintendent, Board, PTA, business community, and staff.

3. Needs assessment

Needs can be assessed by:

a. comparing the existing school curriculum with the present and future employment needs in the community, state, and nation;

b. considering special needs of ethnic groups, disadvantaged, handicapped, and otherwise hard-to-reach students;

c. stating the school's role in preparing students for employment in both the immediate and broader community;

d. stating behavior expected of students upon completion of high school and validating that behavior with prospective employers; and

e. conducting a follow-up study of high school graduates for past five years to determine the extent to which their high school curriculum assisted them in their employment.

4. Resources

Develop awareness of where to get help.

a. Know your community and the agencies which can be of assistance, such as the Chamber of Commerce and labor organizations.

b. Bring in State Department and county officers where appropriate.

5. Curriculum coordination

A comprehensive program of career development and occupational preparation involves the entire staff and all facets of the curriculum.

a. Vocational teachers cooperate in providing experiences relative to all aspects of occupational preparation.

b. All teachers become involved in career development.

c. Various aspects of career development become incorporated into several areas of curriculum (e.g., letters of application in English classes, vocationally related arithmetic in math classes, etc.).

6. In-service

a. Summer term - "vacation" time

In-service seminars or workshops can be held in cooperation with State Department, industry, teacher training institutions, and local school districts. Stipends are based on latest research, instructional techniques, sources of school year assistance, etc

b. School term - "In-service"

The size of many rural schools will dictate an involvement and commitment of the majority of the faculty. This can be an advantage in that some regular faculty meeting time can be used.

The type of in-service activity involves continuous adjustment of program with suggestions from resource people.

Consider the possibility of holding joint in-service meetings with neighboring schools involved in like programs.

c. Action-oriented

Part of the in-service should be "action-oriented," including such activities as

(1) student interest surveys;

(2) industry-education cooperation areas;

(3) employment or job development for all levels of ability;

(4) review of literature, visitations to on-going programs; and

(5) visitation for hard-to-reach students.

7. Special services - one aspect of utilizing what services are available in the area

   Special emphasis on:

   a. school psychologist, health, housing, welfare, and rehabilitation;

   b. county and state coordinators and consultants; and

   c. provision, where feasible, of special community relations workers for getting to hard-to-reach young people and adults.

8. Instructional media - partly in-service, partly curriculum development

   a. Use of up-to-date equipment and materials (audio-visual, learning machines, programmed instruction materials).

   b. Development and use of locally-produced media for instruction, counseling, orientation, public relations, informations, etc.

C. Career orientation component

1. Occupational investigation

   Initially, students may be allowed a free choice of occupations to investigate according to their perceived interests.

   Various methods may be used for occupational investigation, including pre-recorded tapes, films and other visual devices, printed materials, field trips, job observation, guest speakers, and student-conducted surveys.

   After the student's interests and abilities have been formally determined, he should be directed to explore occupations, using the above methods, commensurate with those interests and abilities.

2. Personal assessment

   Students should be provided with enough data to

   a. become aware of abilities, potentials, and limitations as they relate to their vocational development;

b. make a realistic but tentative vocational choice based on some well-developed goals and objectives; and

c. develop a sense of dignity and self-respect as related to vocational development.

3. Work attitudes and information

Students should be exposed to the following kinds of information:

a. Job safety
b. Food work habits
c. Loyalty
d. Employer responsibility
e. Wage and hour laws
f. Business ethics
g. Employer-employee relations
h. Employee-employee relations
i. Social Security
j. Workmen's and unemployment compensation
k. Fringe benefits
l. Customer relations
m. Taxes
n. Personal appearance
o. Insurance
p. Job applications and interviews

4. Educational opportunities

Students should be made aware of such educational opportunities as:

a. Local secondary offerings
b. Adult education
c. Community college
d. Private and public vocational schools
e. Apprenticeship training
f. Home study
g. On-the-job training
h. Armed services
i. M.D.T.A.

5. Study skills

All students should be given individual attention with the idea of improving study skills. This can be done in group guidance sessions.

6. Group guidance work

Students should be provided with group guidance experiences dealing with personal and vocational development.

D. Occupational preparation component

1. Exploration

a. recommended to precede any specific skill training

b. pre-vocational, "hands-on" type experience, involving limited experiences with a variety of occupations

2. Observation

a. possible substitute for job exploration

b. carried out by field trips and similar activities

c. preceded by classroom discussions and follow-up class discussions with group guidance sessions

3. Work-study

a. One purpose of this program is to develop proper work habits and attitudes.

b. Where possible, students are placed in type of work commensurate with abilities and occupational interests.

c. Work-study or work experience programs should provide a learning experience and involve supervision and evaluation.

4. Vocational clubs (FFA, etc.)

a. supplements the skill training in vocational education with development of the total individual in such things as personal development, citizenship, leadership, cooperative activities, public speaking, conduct of meetings, etc.

b. helps bridge the gap from actual job to social and service activities of the group

5. Advanced courses

a. Cooperative education

(1) In schools of sufficient size, full-time co-op programs may be provided.

(2) In small rural high schools, across-the-board type co-op programs may be provided.

(3) In conducting cooperative education programs, the following basic concepts should be observed: proper training stations, qualified coordinator or teacher, training agreement between school and business, proper follow-up, and supervision.

(4) In small rural high schools, interrelated co-op programs may be conducted by one or more of the present vocational teachers. An example of this is the interrelated co-op program in Georgia being conducted by teachers of agriculture.

b. Clusters

(1) The cluster concept is a vocational education program concerned with the development of job entry competencies for a group of related occupations.

(2) It would appear that this concept would have application in a small rural high school with limited vocational personnel.

(3) Several successful programs have been started in Georgia, Maryland, and Oregon.

c. Portable Trailers

(1) Through cooperation of business and industry, mobile teaching laboratories can be made available to small rural high schools.

(2) This would provide lab facilities for expansion of vocational offerings in small rural high schools.

d. Laboratories

(1) Adequate, well-equipped labs are desirable for the more popular vocational courses.

(2) These have been provided in rural schools for the more traditional courses such as home economics and agriculture.

(3) Additional laboratories should be provided to meet the demand for new offerings as practical. This has limitations in the small rural high school; therefore, some of the above named alternatives may be used.

6. Job placement

a. A job placement center is more desirable in a local school and should be under the direction of the counseling department.

b. Attention should be given to the coordination of the high school and post-high school vocational-technical curricula.

c. Part of the job placement service should include orientation regarding "life in the big city." Rural students who have to leave small communities and move into the "city," where the jobs are, need help in adjusting to the "new" life.

Task Group G

"Guidelines for a Systematic Program for Assisting All Youth to Move from School to Either Work or Post-Secondary Vocational Education"

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I. Description of the Model

Task Group G developed guidelines for placement of all rural secondary graduates, drop-outs, and returnees in the next level of post-secondary education or work commensurate with their desires and needs. Implementation will involve a team approach with at least one person, preferably a counselor, being assigned the responsibility for coordinating the in-school (teachers and other counselors) and out-of-school (rehabilitation, employees, unions, department of labor, etc.) resources to ensure utilization of all available assistance in the placement of each student. To effect such a cooperative approach, responsibilities of the coordinators and other individuals involved must be defined and assumed. In sparsely populated rural areas, the job placement coordinator may serve several schools.

II. Procedures for Implementing the Program

A. Assign one individual the responsibility for coordinating the job placement program.

B. Assign all knowledgeable and interested personnel as members of a cooperative team.

C. Provide in-service training for the staff.

D. Create an advisory committee for job placement with representation from education, students, former students, business, industry, unions, employment services, and others.

E. Provide students with information about the job placement program.

F. Provide the job placement coordinator with necessary funds to make personal contacts with business and industry in order to keep records of job requests and conduct follow-up studies.

Task Group H

"State Level Activities for Strengthening Career Orientation and Occupational Education in Rural Schools"

Task Group Leader: Harry N. Drier - Wisconsin

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I. Description of the Model

Task Group H developed a plan that might be used at the state level in strengthening career orientation and occupational programs in rural schools. The plan outlines how the vocational education, pupil services, and instructional section of the state departments of education can work together through a state-wide career development advisory committee in assessing needs, developing strategies to meet needs, implementing pilot or demonstration projects, and setting up operational, successful career development programs in rural schools.

II. Procedures for Implementing the Program

The following chart describes state level activities for strengthening career development programs in rural schools. It is recommended that a team of individuals from vocational education and pupil personnel services assume responsibility for performing the activities identified.

CHART IX

STATE LEVEL ACTIVITIES FOR STRENGTHENING CAREER DEVELOPMENT PROGRAMS IN RURAL SCHOOLS

ACTIVITY	PROCEDURE
I. Appoint a state-wide career development advisory committee.	A. Acquire administrative sanction for establishment.
	B. Recommend for appointment individuals representing: 1. state education department personnel. 2. other state agency personnel. 3. college and university personnel. 4. local education agency personnel. 5. business and industry personnel. 6. labor representatives.
	C. Change membership on a rotation basis.
II. Assess and evaluate the individual state career development needs in rural school districts, grades K-12.	A. Retrieve all recent population migration, manpower, and educational data.
	B. Determine what additional data are needed.
	C. Design and implement a data collection system for all and/or a random sample of rural students in grades K-12 on a periodic basis.
III. Develop a state-wide system for disseminating information to decision-makers.	A. Study all existing dissemination systems.
	B. Select and/or develop a continuous dissemination system(s). Note: Such media as workshops, seminars, TV and radio, microfilm, video-tape, printed materials, telecommunication, and computer may be used.

ACTIVITY	PROCEDURE
	C. Disseminate information to rural school administrators, counselors, vocational education coordinators, school boards; to legislators, to higher education; and to employment and labor agencies.

DEFINITION OF CAREER DEVELOPMENT: Career development is defined as a life-long process which provides career orientation, exploration, and occupational education so as to maximize [one's] personal development and satisfaction, as well as [his] contribution to society. It includes self-appraisal, individual and group counseling, educational placement, job placement, and follow-up.

IV. Review continuously all available national and state career development program models and resources. Adapt existing and/or develop new models to fill unmet needs.	A. Secure reports from national, regional, and/or career development workshops. B. Establish committee for review. C. Conduct workshops to select or adapt models for local use and/or contract development of new models.
V. Review annually state policies and capabilities for providing financial means for program implementation.	A. Study state and federal programs for funding. B. Study existing state and federal policies. C. Seek desired policy changes and needed financial resources. D. Develop a handbook incorporating A and B.
VI. Implement career development programs on a pilot and/or demonstration basis.	A. Identify schools or school systems where pilot or demonstration projects are to be implemented. B. Contact local school administrators and key school personnel for the purpose of implementation. C. Provide leadership for in-service training through medium of conferences, workshops, and/or group discussions.

ACTIVITY	PROCEDURE
	D. Provide material resources and supervision to local systems throughout pilot or demonstration process.
VII. Evaluate.	A. Provide leadership for development of evaluative criteria based on program objectives.
	B. Collect pertinent data from all local pilot programs for evaluative purpose.
	C. Analyze and interpret data.
	D. Develop recommendations for state-wide implementation.
VIII. Disseminate evaluation results of pilot and demonstration projects on state-wide basis.	A. Utilize most effective means of dissemination for state-wide coverage. Suggested means of dissemination include written and oral presentations, film and videotape, group discussions, conferences and workshops, and demonstrations.
	B. Disseminate information to those identified in III-C.
IX. Disseminate, adopt, and implement.	A. Obtain approval of appropriate state agency for an organized career development model.
	B. Locate and secure local, state, and federal funding.
	C. Identify and secure resource materials to be used at the local level.
	D. Conduct state-wide in-service workshops for orientation to career development programs (include teachers, counselors, and administrators).
	E. Provide adequate supervision and consultative services.

CHAPTER IV

Evaluation

The overall objectives of this institute were to provide participants with a more complete understanding of the need for career orientation for rural youth, especially the non-college-bound, and to provide new concepts in the exemplary programs of career orientation and occupational education at the elementary, junior high, and senior high school levels, along with strategies for implementation. More specifically, the objectives were as follows:

1. To study the value of career orientation and occupational preparation in educational programs for all rural elementary, junior high, and senior high school students;

2. To develop familarity with new concepts in exemplary programs in the occupational aspects of education;

3. To develop the ability to apply these concepts and exemplary programs in developing improved activities to orient students to the world of work and to the expanding opportunities in vocational and technical education; and

4. To promote and recommend specific objectives and guideline models for the establishment and conduction of such programs and activities.

Immediate Evaluation. The extent of the evaluation reported here is limited to participants' immediate reactions to the institute program as having met its stated objectives. To accomplish this, the Formative Evaluation Measure was administered at the end of the institute. This instrument measured participants' reaction to items that were grouped around the factors of quality of content, schedule flexibility and free time, group participation and cohesion, and purposes and objectives. The Formative Evaluation Measure contained two types of items. First, the instrument contained 24 positive and negative statements which the participants were asked to rank according to the following key: strongly agree, agree, undecided, disagree, and strongly disagree. Therefore, for purposes of scoring, in some cases the direction of the responses had to be reversed in order for the strongest and most appropriate to get a rating of five on a five-point scale. Second, the instrument contained nine open-ended questions.

Table 3

COMPARISON OF INSTITUTE VI PARTICIPANTS' MEAN SCORE ON THE FORMATIVE EVALUATION MEASURE WITH THE MEAN SCORE OF THE TOTAL NUMBER OF PARTICIPANTS FOR ALL SEVEN INSTITUTES

	Mean Score	
I. Purposes and Objectives	Institute VI	All 7 Institutes
1. The objectives of this institute were clear to me.	4.15	3.88
2. The objectives of this institute were not realistic.	4.24	3.91
3. The participants accepted the purposes of this institute.	4.24	4.00
4. The objectives of this institute were not the same as my objectives.	3.93	3.66
5. The institute met my expectations.	3.99	3.75
II. Quality of Content		
6. I have not learned anything new.	4.52	4.38
7. The materials presented seemed valuable to me.	4.33	4.14
8. I could have learned as much by reading a book.	4.35	4.14
9. Possible solutions to my problems were not considered.	4.07	3.82
10. The information presented was too elementary.	4.24	3.99
11. The speakers really knew their subjects.	3.94	4.00*
12. I was stimulated to think about the topics presented.	4.27	4.09
13. My time was well spent.	4.28	4.09
14. Too much time was devoted to trivial matters.	4.11	3.69
15. The content was not readily applicable to the important problems in this area.	4.10	4.22*
16. Theory was not related to practice.	4.01	3.68
17. The printed materials that were provided were very helpful.	4.15	4.03
18. The information presented was too advanced.	4.44	4.22

		Mean Score	
	III. Group Participation and Cohesion	Institute VI	All 7 Institutes
19.	I had an opportunity to express my ideas.	4.28	4.16
20.	I really felt a part of this group.	4.37	4.20
21.	We worked together well as a group.	4.45	4.23
22.	The group discussions were excellent.	4.40	4.23
	IV. Schedule Flexibility and Free Time		
23.	There was little time for informal conversation.	3.75	3.89*
24.	The schedule should have been more flexible.	3.42	3.56*

*Items on which composite mean scores of participants from all seven institutes were more positive than the composite mean scores of participants from Institute VI.

Four approaches were used to evaluate participants' immediate reactions to the institute. These include: (1) a comparison of Institute VI participants' composite mean score with those of participants from all seven rural institutes on the Formative Evaluation Measure; (2) identification of mode responses to each item; (3) identification of those items on which 20 percent or more of the participants selected a response other than four or five; and (4) consideration of the responses given to the open-ended questions, as some trend can be detected that reflects upon the overall strengths and weaknesses of the institute.

Table 3 contains a comparison of the mean composite scores on 24 items contained in the Formative Evaluation Measure for the 400 participants from all seven Rural Multiple Institutes and the 71 participants from Institute VI. The mean composite score for Institute VI was greater than the mean composite score for all seven institutes on 20 of the 24 items. This would indicate that participants' immediate reaction to Institute VI was more favorable than the immediate reaction of participants from all institutes.

A further analysis of the factors that made up the Formative Evaluation Measure indicates particular strengths and weaknesses of Institute VI. The mean composite score of participants from Institute VI on each item pertaining to the purposes and objectives factor were greater than the mean composite score of participants from all seven institutes. In addition, the mode response for all items was four. Over 80 percent of the participants selected either response four or five for all items grouped under the purposes and objectives factor. These data indicate that the immediate reaction of participants was that the institute's purposes and objectives were clear, appropriate, and obtained. This

was further evidenced by the responses given to several of the open-ended questions. In response to the question, "As a result of your participation in this institute do you plan to modify either your present or future work?", 49 of 53 respondents sair "yes." In addition, they were asked to describe the nature of the most important of such modifications and the activities which will be affected. The following are representative of the statements given:

> Teacher - "In the revision of our teacher's guide in Career Exploration I will try to get more hands-on experiences incorporated."
>
> Administrators - "Begin a program of occupational orientation at the elementary and junior high level."
>
> Teacher educator - "Will develop in-service teacher education courses for occupational orientation and exploration programs."
>
> State staff - "Involve my state in more emphasis on career activities at the elementary level."
>
> High school principal - "I plan to revise my high school curriculum around a career development theme."

Furthermore, typical responses of participants to the question "To what extent were the objectives of this institute obtained?" illustrate the participants' feelings about the degree to which the four stated objectives were achieved. Examples of responses are:

> "I think they were obtained to the extent that people learned what is included in career orientation and preparation programs."
>
> "Excellent new ideas were presented. Techniques were explained. Resources were brought to our attention."
>
> "Helped me obtain concrete ideas for my work in supervision."
>
> "Were met exceedingly well, particularly the guideline models for consideration for implementation in our own state."

On the quality of content factor, participants from Institute VI had a higher mean score than did participants from all seven institutes on all items except items 11 and 15. The mode response for items 8 and 9 was five, while the remaining items had a mode response of four. Over 80 percent of the responses by participants on all items were either four or five. A further indication that participants believe that the quality of content was appropriate was their response to the question "What were the major strengths of this institute?" Many of the statements made by participants centered around: (a) pre-institute preparation such as task group assignments, placement of individuals in groups, communication

to participants about the intent of the institute; (b) presenters, such as preparation, quality, and usefulness of presentation; (c) nature of task group, such as providing each group with a definite assignment. Examples of statements are:

> "Excellent resource people, excellent organization, and excellent high caliber of participants."
>
> "Good examples of programs were provided and the task group assignments led to a practical application of ideas presented."
>
> "Instructions concerning the institute were clearly given and I was able to come prepared to participate."
>
> "The cross-section of educator disciplines in each group was excellent."
>
> "The group sessions had specific assignments."
>
> "Organization, materials distributed, and the interchange of ideas and information between the task force members were excellent."
>
> "Format followed was excellent in that the models were presented in the morning followed by a question and answer session in the afternoon."
>
> "Presentation of actual situations was helpful."

For the factor of group participation and cohesion, participants from Institute VI had a higher mean score on the four items related to this factor than did participants who attended all seven institutes. The mode response for item 20 was four, and for items 19, 21 and 22 the mode response was five. Over 80 percent of the participants selected either response four or five on each item. It seems that the method used for structuring group activities at this institute was successful.

The major weaknesses of Institute VI had to do with the schedule; in particular, not enough time was given for participants to carry on informal conversation. The mean score of the participants from Institute VI on the two items pertaining to schedule flexibility and free time was lower than that of participants from all seven institutes. The mode response on both of these items was four, and over 20 percent of the participants rated these items as one, two, or three. In response to the question "If you were asked to conduct a similar institute, what would you do differently from what was done at this institute?", most participants dealt with location, facilities and social activities.

It can be concluded that participants' immediate reactions to the institute were that the stated objectives of the institute were met extremely well. However, they were not as pleased with the setting as they were with the climate established within the setting.

Long Range Evaluation

In addition to the evaluation reported here, the Center for Occupational Education at North Carolina State has conducted a more extensive evaluation of the entire multiple institutes program which is contained in the National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas Final Report.

The summary evaluation was designed to determine whether the objectives of the multiple institutes program were attained. The objectives of the program implied that the following behavioral changes would take place in participants of the institutes.

1. The institute participants should view themselves as more capable of bringing about change at the end of the program than they did at the beginning of the program.

2. The institute participants should have more positive attitudes toward vocational education in rural areas at the end of the program than they had at the beginning of the program.

3. At the end of the program the participants should view the institute as having met its stated objectives.

4. After the participants leave the institute they should use the information obtained in the institute to bring about changes within the communities and states represented by the institutes.

To assess the attainment of the first objective, Rotter's Internal-External scale was administered to measure the extent to which the participants felt that they had the ability or skill to determine the outcome of their efforts to bring about changes in vocational education in rural areas. The instrument was administered at the beginning of each institute and again at the end of the institute to measure changes in participants' perception of their ability to bring about changes in vocational education in rural areas.

To measure the attainment of the second objective, an attitude scale was constructed to measure general attitudes toward vocational education in rural areas. The attitude scale, Attitude Toward Vocational Education in Rural Areas, was tried out on a representative sample of participants to establish its reliability. The instrument was administered at the beginning and again at the end of the institute to measure changes in the participants' general attitudes toward vocational education in rural areas.

To measure the attainment of the third objective the Formative Evaluation Measure was administered at the end of each of the institutes. The Formative Evaluation Measure provided a measure of the participants' evaluation of the program. The instrument included such items as the extent to which the objectives of the institute were clear and realistic, the extent to which the participants accepted the purposes of the institute, whether the participants felt that solutions to their problems were considered, whether the participants were stimulated to talk about the topics presented, etc.

To measure the attainment of the fourth objective, follow-up interviews were conducted with a sample of participants in 40 states, using a partially structured interview guide which has been used by the principal investigator in the evaluation of other conferences and institutes. The interview guides were structured to ascertain the extent to which the participants had implemented the project, program, or service which they planned during the institutes.

In addition, the State Directors for Vocational Education in the 40 states were interviewed, using a specially prepared interview guide, to assess their perceptions of the impact of the institutes on changes in the vocational education program in rural areas. The interviews with State Directors were directed primarily toward the assessment of the efficacy of the strategies for effecting changes which were to be developed as part of the project.

CHAPTER V

Summary and Recommendations

The major problems of providing orientation and occupational preparation to rural youth, as drawn from Hoyt (1970), Bishop (1970), and Griessman and Densley's (1970) background papers, center around the major areas of:

a. failure of rural communities to recognize the need for an extensive career orientation and occupational preparation program;

b. failure of rural educational leadership to plan a "complete" career orientation and occupational preparation program;

c. inadequate resources necessary for implementing a "complete" career orientation and occupational preparation program; and

d. permanency of tradition that stifles the incentive for change.

The content of this institute dealt with overcoming the problems of providing rural youth with career orientation and occupational preparation. A synthesis of this content provides a summary of guideline recommendations for developing and implementing programs of career orientation and occupational preparation for rural youth.*

I. In planning a "complete" career development education program for rural youth, the following recommendations are made:

A. Definition of career development education

1. It is recommended that the term "career development education" be used to mean providing all individuals with experiences of an orientational, explorational, prevocational, and preparational nature and that career development education include providing individuals with experiences and assistance at the appropriate educational level for (a) developing positive attitudes towards work; (b) facilitating career decision-making in the immediate and more distant future; (c) trying out different occupational roles; (d) preparing for employment in specific or clusters of occupations requiring preparation other than a bachelor's degree; (e) making a successful transition to a next step; and (f) retraining to obtain a new or higher level job skill.

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*Many of the recommendations have as much applicability to urban schools as to rural schools.

B. Objectives for career development education

It is recommended that objectives for career development education programs be stated sequentially from K through post-secondary for a number of interdependent dimensions such as self-characteristics, occupational areas, educational avenues, decision-making, psychological and sociological meaning of work, and economic and social values of work.*

C. Principles for career development education

It is recommended that:

1. career development education be considered as a major objective commensurate with other major objectives of the school rather than an additional course or unit involving only selected teachers;

2. career development education be designed as a long-range developmental program rather than as a "crash" or "remedial" program;

3. career development education be based on what is known about human beings growing and learning;

4. small schools have just as great an obligation as larger ones to provide as wide a range of opportunities as possible in order to avoid the geographic discrimination to which rural youth are frequently subjected;

5. career development education be designed with enough flexibility to meet the needs of all students;

6. career development education programs be designed to help students choose from the broadest base of knowledge through orientational and tryout experiences in several broad occupational areas at different levels;

7. the school staff be committed to assisting students in making choices and not to making choices for them;

8. career development education increasingly place more responsibility on the student so that he progressively becomes more self-reliant and more ego-involved; and that

9. the school staff be committed to the uniqueness and potential of each child, no matter to which career the development of his potential may lead.

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*The background paper presented by James E. Bottoms has examples of broad sequential objectives for three of these dimensions.

D. Program design for career development education

It is recommended that:

1. career development education consist of coordinating and integrating the elements of practical arts and vocational education, general and academic education, guidance and counseling, and community resources into an overall program;

2. the career development program be developmental and that the learning activities be of such nature that as the student progresses from kindergarten to junior high school the focus would be on considering the different dimensions of career development in greater depth and breadth; from upper junior high school forward, the student would continue to pursue the different dimensions of career development in greater depth but with a continual narrowing focus in reference to the world of work;

3. vocational and practical arts education be structured so that the concrete experiences of the vocational laboratory or work setting can serve as a primary core of learning experience around which the elements of general and academic education and guidance and counseling can be related, and also around which secondary learning activities such as filmstrips, demonstrations, lectures, discussions, readings, and speakers can be related at each level of education;

   a. at the elementary level, students should have an opportunity to observe and to get to know workers in their occupational setting and to participate in the in-school experiences in which they actually perform miniature tasks in solving the problems that are normally performed by adult workers;

   b. at the junior high level students should have an opportunity to systematically observe individuals at different levels of work in the several major occupational categories and to select a broad occupational area for in-depth exploration through the "hands-on" shop-type experiences in such areas as practical arts, business, marketing, human services, and agriculture, where students can become familiar with the content, tools, settings, process, products, and/or service of a particular occupational area;*

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*Task Group D report, pages 71 through 79 , sets forth guidelines for such a program.

c. at the secondary level students should have an opportunity to acquire entry level job skills in a family or cluster of occupations or preparation for post-secondary vocational education through either cooperative or laboratory program or a combination of both;

4. the more general and academic aspects of the school curriculum be related to the core career experiences and to further incorporate examples and problems drawn from a cross-section of the world of work so that the natural motivation that exists on the part of youth toward work can be used in teaching other essential academic skills, and so that the concrete activities of the career development program can provide an alternative to the more abstract learning experiences offered by the school;

   a. at the elementary school level this would be accomplished by fusing career development activities into the existing curriculum in such a manner that the activities would result in the accomplishment of designated career development objectives and would serve as a basis for enhancing learning in other subject matter areas;*

   b. at the junior high, secondary, and post-secondary level this would be accomplished through a horizontal curriculum structure in which learning activities in math, science, and English skills would be interrelated with learning activities in the exploratory, pre-vocational and vocational program and through an interdisciplinary staffing pattern in which math, science, social studies, English, exploratory, pre-vocational, or vocational teachers would form teams and conduct regular planning sessions for the purpose of interrelating learning activities around the career activities;

   c. each teacher in grades 7 through 12 conduct at least one activity monthly that would help students perceive a relationship between the subject matter area and the world of work, and that the range of activities be equally distributed among different levels of occupations in terms of educational prerequisites;

5. the guidance and counseling program be designed to assist students in personalizing the meaning of their career-related experiences at each level and to assist students at key decision-making points;

   a. at the elementary level the counselor serve as a resource consultant to teachers in planning and conducting career experiences and in helping teachers assist students in interpreting meaning that these experiences might have for them;

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*Task Group A, pages 56 through 61 , provides an illustration for such a program.

b. at the junior high level the counselor spend an increasing amount of time helping students consider and make education decisions with an awareness of their vocational implications;

c. at the senior high level the counselor: (1) provide students with information in the form of hard data from students and former students in all types of post-secondary institutions and from former students employed in different work settings and locations; (2) assume the same responsibility for the job placement as is assumed for the college placement; and (3) organize visitations to larger metropolitan areas to allow rural youth the opportunity to see first-hand workers in large industrial, financial, retailing, health, and other settings; and that

6. the school, in providing a career development program at all levels, utilize and coordinate both school and community resources.

II. In planning to make maximum use of existing and potential resources for a career development education program for rural students, the following recommendations are made:

A. Local planning for career development education program

It is recommended that each rural school system first consider ways in which it can develop or partially develop a career development education program by redirecting or reorganizing existing resources. In order to reach this goal, it is recommended that:

1. the exploratory, pre-vocational, and vocational curricula be organized on a quarterly basis to allow for frequent in-put points and concentrated preparation just prior to school separation for those who have reached that point without a job skill;*

2. the career preparatory phase provide for varying class length in order to enroll the students who anticipate entering college as well as the students who need three hours a day preparation for three years in order to obtain their career objective;

3. the vocational and pre-vocational curriculum structure provide for coring within a vocational service area or across vocational service areas in order to provide maximum career options to students;

4. the vocational staff be employed for 12 months in order to make maximum use of resources and to serve during the summer months those students who otherwise might not enroll;

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*Task Group D reports located on pages 71 through 79 provide an example for making pre-vocational programs more flexible.

5. secondary students be allowed to attend post-secondary vocational programs while enrolled in high school;

6. in rural high schools too small for the traditional vocational service line cooperative program, an across-the-board or an interrelated cooperative program conducted by one or more of the present vocational teachers be initiated.

7. existing agriculture and home economics programs in rural schools be redirected to prepare youth for employment in non-farm jobs.

8. the vocational offerings in rural schools be based on regional, state, and national needs rather than just on local needs.

B. Regional planning for career development education

It is recommended that due to the limited financial base and small number of students of many rural systems, a regional approach to planning career development education programs be considered as a means of bridging those gaps that each system is unable to meet. In order to reach this goal it was recommended that:

1. mobile vocational teaching laboratories for certain occupational areas be developed on a regional basis for small rural high schools;

2. closer articulation and interface of curriculums be developed between secondary and post-secondary vocational programs to prevent duplication of programs;

3. school systems in rural areas combine their resources to produce, support, and implement an area vocational school to provide a wide variety of vocational offerings for students on a half-time basis from cooperating school districts;

4. regional manpower information centers be established in rural areas for the purpose of distributing up-to-date information about job opportunities and about other aspects of life in metropolitan areas;

5. regional or system-wide job placement centers be established for the purpose of assisting each rural youth to make a successful transition from school to employment; and that

6. school systems in rural areas combine their forces to produce, support, and implement complete teams of guidance specialists to work with teachers, administrators, students, and parents in rural areas.

C. State planning for career development education

It is recommended that:

1. each state make commitments to provide necessary funding and leadership for providing in rural areas vocational programs equal to those provided youth in urban areas;

2. each state--through cooperative leadership by vocational education, curriculum, and pupil personnel services--assess needs, develop strategies, initiate pilot and demonstration projects, and implement successful career development education programs;

3. state systems of public post-high school occupational education be equally available to all youth residing in each state, independent of their geographical place of residence;

4. at least one post-secondary residential vocational school with dormitories, a wide variety of curricular offerings, and a statewide placement program be established in every state;

5. state departments of education take the leadership in developing certification and accrediting programs for supportive personnel in the guidance program, including out-reach personnel, career development specialists, test technicians, information specialists, career exploratory teachers, and local data collectors;

6. each state coordinate and support those activities too costly for each system to reproduce;

   a. staff development programs be designed to prepare teachers at all levels to fuse career-oriented activities into the curriculum, to prepare counselors to coordinate and give direction to career orientation, to prepare career exploration specialists, to prepare junior high level pre-vocational teachers, to prepare vocational teachers, and to prepare administrators for developing and implementing a career development program; and

   b. that curriculum guides and teaching materials be prepared, such as teacher guides and materials for career orientation, at each level of education--exploratory, pre-vocational, and vocational.

III. In creating a readiness for change and in successfully implementing a career development education program for rural youth, the following recommendations are made:

A. Preparation for change

It is recommended that:

1. prior to implementing a career development program, one be conceived with specified intent, nature, and structure at each level, or else the emphasis will be on "doing" without a frame of reference for guiding the activities and on the addition of a few units and the purchase of a new career information scheme rather than on a basic change in the "set" or frame of reference for the existing educational program which will be required if a career development education program is to be implemented;

   a. a planning committee composed of lay citizens and educators be organized and used to help design and implement a total career development program;

   b. the planning committee first ascertain that a problem exists--that is, what behavior you want students to display that all or part are presently not displaying;

   c. the planning committee secondly make an assessment of the problem--that is, what prevents the existing school resources from accomplishing the desired outcomes;

   d. the planning committee identify alternative strategies for overcoming the problem and for accomplishing the desired outcomes;

   e. the planning committee identify and apply criteria in selecting a strategy for a career development program;

   f. in order to implement the strategy selected, the planning committee formulate a skeleton plan which should include as a minimum a sequential listing of tasks to be performed how, when, and by whom (superintendent, principal, counselor, teachers, or combination of them);

2. the superintendent and school board commit themselves to the implementation of a comprehensive career development program;

3. local educational leadership be committed to rid the school and community of the kind of biased view of vocational education that results in negative attitudes towards this part of the school and towards those students who choose to enroll in it;

B. Program Implementation

1. steps be taken to create readiness on the part of those who will be the key in the implementation of the career development program;

   a. all school personnel be given an overview of the proposed career development program;

   b. all school personnel be allowed to participate in an in-depth conference in which the program is described in detail, including the rationale underlying the program, the major concepts, and the developmental and implementation phases and schedule, with all personnel being provided with an opportunity to discuss and provide input into the final plan;

   c. school personnel be allowed to volunteer to be a part of the program;

2. the implementation plan provide for gradual growth of school personnel through involvement;

   a. growth through involvement include contact with new knowledge that will enable the school personnel to: (a) broaden their knowledge regarding the six dimensions of career development and examine their own attitudes regarding work; (b) visit schools with an outstanding career orientation and occupational preparation program; (c) visit industry; (d) review materials; (e) develop materials; (f) develop lists of teaching techniques and corresponding activities; and (g) re-think through the purposes of education, why it exists, who it is for, and what the results are in order for them to perceive a need for making any changes;

   b. teachers be assigned to work in inter-disciplinary teams with a cross-section of vocational and academic teachers on each team, because it is believed that such an arrangement will help provide each member of the team with new insight into the relationship between curriculum and work and with needed psychological support which may not be available if teachers work alone;

3. leadership personnel create opportunities that will enable teachers to experience both intrinsic and extrinsic rewards;

   a. personnel involved be given an opportunity to achieve and to sense a feeling of being involved in something important;

   b. special recognition be given to those teachers who have performed outstanding work;

c. teachers be given additional funds to implement creative ideas;

4. expertise and supportive assistance be provided throughout the developmental and initial implementation phase;

   a. copies of outstanding programs be made available;

   b. a core of consultants be provided and the same consultants be used in order to provide for continuity;

   c. vocational and pre-vocational teachers be assisted in preparing a number of career simulation experiences that allow students to experience through a second-hand experience a particular work role;

   d. in-service programs on fusing career development activities into the curriculum be provided for all teachers;

   e. before teachers can successfully teach orientation courses or career orientation units, in-service and/or pre-service courses and workshop be offered and taken;

5. a system be established that provides for continuous two-way communication among all levels and that provides for systematic monitoring of the program to ensure a high degree of follow-through;

6. an "expectation set" be created for the staff involved in terms of expected outcomes;

   a. all staff members be involved in stating expected outcomes of behavior;

   b. all staff members be aware of how these outcomes will be measured;

7. career orientation and occupational preparation programs provide for maximum involvement of parents in the development process;

8. all existing school personnel (librarian, principal, teacher, counselor) examine their specialty for its career implications, develop performance objectives they perceive as reasonable to accomplish, and set forth a plan for accomplishing objectives;

   a. vocational and pre-vocational teachers cooperate in providing mini-units in which youth can try themselves out in performing tasks similar to those performed in major occupations in the particular vocational service area; and

b. a wide variety of manipulative materials and activities be provided for children at each level.

IV. In overcoming the barrier that currently stands between rural schools having and not having an adequate career development education program, the following recommendations are made for future research, curriculum, and teacher education efforts:

It is recommended that:

A. specific career development performance objectives be established for different levels of education, along with curriculum outlines, learning packages, and tested evaluation instruments and procedures;

B. counselor education programs be overhauled so that relatively less attention is paid to preparing counselors to engage in psychotherapeutic types of activities and relatively more attention is paid to the preparation of counselors who can act as agents of environmental change in addition to providing direct services to students;

C. a career development specialist be prepared through a special master's degree program for the junior high level and be responsible for organizing the school and community resources so as to facilitate career development; and that

D. the pre-service program for training pre-vocational teachers of agriculture, home economics, industrial arts, business, and distribution include one course on career development principles, techniques, and resources.

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APPENDICES

APPENDIX A

ORIENTATION TO NEW CONCEPTS AND PROGRAMS FOR CAREER ORIENTATION IN OCCUPATIONAL EDUCATION FOR STUDENTS IN RURAL AREAS

North Carolina State University at Raleigh
Raleigh, North Carolina
Hotel Sir Walter

June 21-26, 1970

OBJECTIVES: The overall objectives of the institute will be to provide participants with a more complete understanding of the need for career orientation for rural youth, especially the non-college-bound, and new concepts in exemplary programs of career orientation and occupational education at the elementary, junior high, and senior high school levels along with strategies for implementation. More specifically, the objectives are as follows:

1. To study the value of career orientation and occupational preparation in educational programs for all rural elementary, junior high, and senior high school students;

2. To develop familiarity with new concepts in exemplary programs in the occupational aspects of education;

3. To develop the ability to apply these concepts and exemplary programs in developing improved activities to orient students to the world of work and to expanding opportunities in vocational and technical education; and

4. To promote and recommend specific objectives and guideline models for the establishment and conduction of such programs and activities.

AGENDA

SUNDAY, JUNE 21

2:00 - 4:00 p.m.	Pre-planning meeting of team leaders
2:00 - 5:00	REGISTRATION - Lobby of Hotel Sir Walter
7:00	GENERAL SESSION - Roanoke Room
	Presiding: Dr. Gene Bottoms, Associate Director of Vocational Education, Georgia State Department of Education
	Complete Evaluation Instrument
	Introduction of Speaker: Dr. John Coster, Director of Center for Occupational Education, North Carolina State University at Raleigh
	SPEAKER: Dr. C. E. Bishop, Vice President, University of North Carolina, Director of President's Council on Rural Poverty
	TOPIC I: "Changing Needs of People in Rural Areas with Focus on Career Development"

MONDAY, JUNE 22

7:00 - 8:30 a.m.	BREAKFAST - Coffee House, Hotel Sir Walter
8:30 - 9:30	GENERAL SESSION - Roanoke Room
	Presiding: Dr. Eldon Ruff, Assistant Professor, Indiana Extension Center
	SPEAKER: Dr. Kenneth B. Hoyt, Professor of Counselor Education, University of Maryland
	TOPIC II: "Overcoming Shortcomings of Past Career Orientation Programs - Implications for Devising Programs for Rural Youth"
9:30 - 11:00	Task Groups A-H meet in respective rooms
10:00	Wives of participants meet in Lobby of Hotel Sir Walter for Get-Acquainted Hour

11:00 - 12:00	Tape and Discussion - "The Change Process"
12:00 - 1:30 p.m.	LUNCH
1:30 - 2:30	GENERAL SESSION - Hayes Barton Room
	Presiding: Mr. Lamar Branch, State Supervisor of Vocational Agriculture, Georgia State Department of Education
	SPEAKER: Dr. Eldon Ruff, Assistant Professor, Department of Guidance, Indiana University Extension Center
	TOPIC III: "Relating School Subjects to Career Experiences in Rural Areas"
2:30 - 4:30	Task Groups
8:00 - 9:00	GENERAL SESSION - Hayes Barton Room
	Presiding: Mr. Vernon Law, Career Consultant, Texas Education Association
	SPEAKER: Dr. Gene Bottoms, Associate Director of Vocational Education, Georgia State Department of Education
	TOPIC IV: "A Developmental Concept of Career Orientation and Occupational Preparation from K-12 with Particular Emphasis on the Individual's Developmental Stages"

TUESDAY, JUNE 23

7:00 - 8:30 a.m.	BREAKFAST - Coffee House (Team leaders eat together)
8:30 - 10:00	GENERAL SESSION - Hayes Barton Room
	Presiding: Dr. Robert E. Norton, Assistant Professor of Vocational Education, University of Arkansas
	TOPIC V: "Three Exemplary Programs on Career Orientation and Exploration at the Elementary, Junior High, and Senior High Level"

Sub-topic: "A Developmental Approach to Vocational Guidance at the Elementary School Level"

SPEAKER: Mrs. Leota M. Laws, Elementary Education Teacher, Texas

Sub-topic: "Georgia's Program of Education and Career Exploration at the Junior High School Level"

SPEAKER: Mr. Marion Scott, State Supervisor of PECE Program, Georgia State Department of Education

Sub-topic: "The Implementation of a Comprehensive Occupational Education Program in a Rural School System and the Role of the Guidance Counselor"

SPEAKER: Mr. Bob Morgan, Research Assistant for Center for Occupational Education, Raleigh, North Carolina

10:00 - 10:30 a.m.	COFFEE BREAK
10:30 - 12:00	Task Groups - Work Session
12:00 - 1:30 p.m.	LUNCH
1:30 - 2:30	GENERAL SESSION - Hayes Barton Room

Presiding: Mr. Charles Blackman, Supervisor of Guidance, State Department of Education, Jefferson City, Missouri

TOPIC VI: Panel Discussion by Three Presenters of Pilot Programs

2:30 - 5:30	Task Groups - Work Session

WEDNESDAY, JUNE 24

7:00 - 8:30 a.m.	BREAKFAST - Coffee House
8:30 - 10:00	GENERAL SESSION - Hayes Barton Room

Presiding: Mr. Leroy B. Cavnar, Supervisor of Guidance Services, Denver, Colorado

TOPIC VII: "Three Exemplary Projects on Career Orientation, Exploration, and Occupational Preparation at the Elementary, Junior High, and Senior High Level"

Sub-topic: "Technology for Children"

SPEAKER: Miss Elizabeth Hunt, Consultant and Researcher, Second-Grade Demonstration Classroom, Marion, North Carolina

Sub-topic: "Forsyth Plan (A Modified School Program for Potential Dropouts at the Junior High Level)"

SPEAKER: Mr. Kenneth Reynolds, State Supervisor of Special Needs Program, Georgia State Department of Education

Sub-topic: "Interrelated Occupational Education Programs in High Schools with Fewer than 300 Students"

SPEAKER: Mr. Lamar Branch, State Supervisor of Vocational Agriculture, Georgia State Department of Education

10:00 - 12:00	Task Groups - Work Session
12:00 - 1:30 p.m.	LUNCH
1:30 - 2:30	GENERAL SESSION - Hayes Barton Room
	Presiding: Mr. Jim Wykle, Regional Office of Education, Atlanta, Georgia
	Panel Discussion by Three Presenters of Pilot Programs
2:30 - 4:00 p.m.	Task Groups - Work Session
4:00 - 5:00	Individual & State Projects
7:30 - 8:30	Individual & State Projects

THURSDAY, JUNE 25

7:00 - 8:30 a.m.	BREAKFAST - Coffee House
8:30 - 10:00	GENERAL SESSION - Hayes Barton Room

Presiding: Mr. A. B. Sibley, Supervisor of Guidance, Louisiana State Department of Education

TOPIC VIII: "Three Exemplary Projects on Career Orientation and Occupational Preparation"

Sub-topic: "Articulation between Secondary and Post-secondary Vocational-Technical Programs"

SPEAKER: Mr. Don Hogan, State Supervisor of Vocational Guidance, Georgia State Department of Education

Sub-topic: "Introduction to Vocations"

SPEAKER: Dr. Joe Clary, Executive Secretary to the State Advisory Council on Vocational Education of North Carolina

Sub-topic: "The Cluster Concept - Implications for Rural Schools"

SPEAKER: Mr. Earl Williams, State Supervisor of Curriculum Materials Development, Georgia State Department of Education

10:00 - 10:30	COFFEE BREAK
10:30 - 12:00	Task Groups - Work Session
12:00 - 1:30 p.m.	LUNCH
1:30 - 2:30	GENERAL SESSION - Hayes Barton Room

Presiding: Mr. Merle Collins, Oklahoma State Department of Education

Panel Discussion by Three Presenters of Pilot Programs

2:30 - 5:00	Task Groups - Work Session
6:30 - 8:00	DINNER (To be announced)
8:00 - 9:30	Individual and State Projects

FRIDAY, JUNE 26

7:00 - 8:30 a.m.	BREAKFAST - Coffee House
8:30 - 10:00	Task Groups
10:00 - 10:30	COFFEE BREAK
10:30 - 11:30	GENERAL SESSION - Hayes Barton Room
	Presiding: Dr. Gene Bottoms
	Dialogue by Team Leaders
11:30 - 12:00	Individual and State Projects
	Completion of Evaluation Instrument
	ADJOURN

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MEETING ROOMS

GENERAL SESSIONS - Hayes Barton Room

GROUP A -

GROUP B -

GROUP C -

GROUP D -

GROUP E -

GROUP F -

GROUP G -

GROUP H -

Institute Office - Roanoke Room

APPENDIX B

NATIONAL IN-SERVICE INSTITUTE
ORIENTATION TO NEW CONCEPTS AND PROGRAMS FOR
CAREER ORIENTATION IN OCCUPATIONAL EDUCATION FOR
STUDENTS IN RURAL AREAS

HOTEL SIR WALTER
RALEIGH, NORTH CAROLINA 27602

JUNE 21-26, 1970

FROM: Gene Bottoms, Institute Director
1907 Mercedes Court, NE
Atlanta, Georgia 30329

You have been accepted to attend the rural institute on "Orientation to New Concepts and Programs for Career Orientation in Occupational Education." This institute will start on the evening of Sunday, June 21, and will end at noon on Friday, June 26, at the Hotel Sir Walter in Raleigh, North Carolina. IF FOR SOME REASON YOU CANNOT ACCEPT THIS INVITATION TO ATTEND, LET ME KNOW IMMEDIATELY SO THAT AN ALTERNATE CAN BE SELECTED.

If you do plan to attend, complete the enclosed reservation form and return it to me by April 1, 1970, at the address indicated at the bottom of the form.

You will be reimbursed for your cost of rooms and meals for the week, up to $75.00. Additional expenses incurred for additional members of your family who might attend or for per diem costs that go beyond $75.00 will have to be covered by you. You will be reimbursed for the most economical method of travel from your home to the institute. If you choose to fly, limousine service will be available from the Raleigh-Durham airport to the Hotel Sir Walter.

This institute is different from others in that each participant is expected to work on a task that he will return to his setting and implement. Also, each participant from each state will be organized into a state committee during the institute. Each state committee will be requested to formulate "plans" for implementing certain models presented in the institute in their home state. In addition, each

state committee will be requested to formulate a "plan" for disseminating the models presented in the institute and the plans developed by institute participants in the committees' home states. Committee reports will be prepared by each state committee and sent to the respective state director of vocational education. In addition, each participant will develop a personal plan for implementing programs of career orientation and occupation in his state from the perspective of his setting.

Enclosed is a copy of the institute agenda and a description of the task group assignments and procedures to be followed in the development of guideline models. Please note that you have been tentatively assigned to task group _____. If you desire another assignment, please let me know by April 1. You should select a task group that is considering a model that you will be able to implement back in your state.

Also enclosed is an exemplary guide, chapter two of which those attending the institute should read. Additional pre-institute reading material will be sent prior to the institute.

Would you please send to me any materials that you believe should be shared with other participants. Either send 75 copies so that each participant might have one or send three copies for a conference library.

You will not receive further instructions from me regarding the institute except for additional resource material, so please keep this information and bring it to the institute in June.

I look forward to seeing you June 21, 1970.

Sincerely,

Gene Bottoms
Institute Director

GB/HMB

APPENDIX C

TASK GROUPS FOR ORIENTATION TO NEW CONCEPTS AND PROGRAMS
FOR CAREER ORIENTATION IN OCCUPATIONAL EDUCATION
FOR STUDENTS IN RURAL AREAS

The participants will be divided into eight task groups. Each task group will have from eight to twelve members. Each group will be responsible for extracting ideas presented by speakers and the resources that exist within the group for the purpose of developing specific objectives and guideline models for the implementation of programs such as those presented. In the formulation of guideline models, the following tasks should be performed:

First, provide a narrative description of the type of community, school, and population for which the program is being proposed. This description should include demographic data, income level, school organization pattern, etc. It is proposed that this description closely approximate the type of community in which or with which the participants work.

Second, identify the objectives that the program will attempt to accomplish. The objectives should be divided into two categories--product objectives and process objectives. The product objectives should identify particular behavior that you would expect of students as a result of having participated in the program. The process objectives should identify the particular types of procedures or activities that you hope to implement into a particular school setting in order to accomplish the product objectives.

Third, provide a rationale for both the product and process objectives.

Fourth, describe procedures that might be followed in implementing proposed process objectives in the previously identified school. These would include: (a) identification of basic principles to be followed in implementing the program; (b) identification of activities; (c) description of proposed curriculum design; (d) resource materials that might be used; (e) staff organization selection and functions (particular emphasis being given to the superintendent's, principal's, counselor's and teacher's role and responsibility); (f) inservice activities for staff; (g) time schedule needed for successfully conducting and completing the objectives; (h) supervision to insure appropriate planning and follow-through activities; (i) supportive service; (j) itemized financial resources needed; and (k) obtainment of local commitment.

Fifth, identify procedures and criteria for determining whether or not the process objectives were appropriately implemented and whether or not the program accomplished the specified product objectives.

TEAM A - Develop a program of career orientation in grades one through eight.

This model should be designed to be implemented within the context of the existing school curriculum. The program design should provide for the use of concrete vocational experiences as well as those of a vicarious nature so as to enhance, reinforce, and make relevant traditional subject matter learning expected at this age level as well as to accomplish particular career development objectives. Considerable attention must be given to implementation strategies and to modification in the school curriculum to insure greater probability that each student will succeed.

TEAM B - Develop a year-long in-service program that might be used by a system level person, school principal, or counselor to maximize the total school's potential in regards to career orientation and occupational preparation.

The year-long in-service program should be designed to at least introduce the following concepts: (1) career development objectives at different levels of education; (2) fusing of academic and vocational education; (3) exploiting career exploration potential of each curriculum area; (4) techniques and activities to promote career development; (5) school responsibilities to help each individual prepare for successfully implementing his next step; and (6) translating concepts into action programs. The year-long in-service program should be planned to provide for maximum teacher involvement and to bring about concrete changes in the educational process.

TEAM C - Develop a program of career orientation and occupational preparation at the middle or junior high school level.

The focus should be on using models presented during the institute, other resources, and ideas of participants in order to develop career orientation and occupational preparation programs at the middle or junior high school level. In developing the program, the following should serve as reference points: (1) The program design must differentiate between exploratory and pre-vocational activities; (2) The program design must provide for making career exploration and pre-vocational activities, for some students, the core experiences around which either school disciplines are organized; (3) The program design must take into consideration

the particular needs of the disadvantaged and handicapped students; (4) The program design must take into consideration existing vocational education, guidance and counseling, and community resources; (5) Considerable attention should be given to implementation strategies; and (6) Attention must be given to modification in the school curriculum to insure a greater probability that each student will succeed.

TEAM D - Develop a program of career orientation and occupational preparation at the middle or junior high school level.

The focus should be on using models presented during the institute, other resources, and ideas of participants in order to develop career orientation and occupational preparation programs at the middle or junior high school level. In developing the program the following should serve as reference points. (1) The program design must differentiate between exploratory and pre-vocational activities; (2) The program design must provide for making career exploration and pre-vocational activities, for some students, the core experiences around which other school disciplines are organized; (3) The program design must take into consideration the particular needs of the disadvantaged and handicapped students; (4) The program design must take into consideration existing vocational education, guidance and counseling, and community resources; (5) Considerable attention must be given to implementation strategies; and (6) Attention must be given to modification in the school curriculum to insure a greater probability that each student will succeed.

TEAM E - Develop a comprehensive program of career orientation and occupational preparation for grades 9 through 12.

The focus should be on using models presented during the institute, other resources, and ideas of participants in developing career orientation and occupational preparation programs at the high school level. In developing the program the following should serve as reference points: (1) The program design must differentiate between orientation experiences and occupational preparation experiences; (2) The program should provide for making career orientation and occupational preparation experiences for some students the core experiences around which other school disciplines are organized; (3) The program design must take into consideration the particular needs of the disadvantaged and handicapped students; (4) The program design must take into consideration existing vocational education, guidance and counseling, and community resources; (5) Considerable attention must be given to the implementation strategies; (6) Attention must be given to modification in the school curriculum to insure greater probability that each student

will succeed; and (7) The program design should provide for maximum utilization of existing vocational resources which may include interrelated occupational programs and the cluster curriculum design.

TEAM F - Develop a systematic program for assisting all youth to move from school to either work or post-secondary vocational education.

The emphasis should be on both developmental activities and placement procedures from the feeder school as well as on the activities of the receiving agency. This group will focus on both early and advanced placement into post-secondary vocational programs, giving considerable attention to both the feeder and receiving schools. In addition, the group will consider ways in which secondary vocational teachers could take pride in assisting their students to go on to post-secondary vocational education.

TEAM G - Develop a comprehensive program of career orientation and occupational preparation for grades 9 through 12.

The focus for this group will be the same as the description given for Team E.

TEAM H - State level activities for strengthening career orientation and occupational education in rural schools.

This group will design procedures and activities that participants might use in introducing the ideas growing from this institute back in their own states.

APPENDIX D

FORMAT FOR TASK GROUP REPORT

Title of Task Group Assignment:

Task Group Leader: Name
Position
Address

Task Group Members: Name
Position
Address

I. Briefly describe the model that you propose to develop guidelines for implementing.

What do propose to do?

How do you propose to do it?

To whom do you propose to do it, when, and how often?

Who will be responsible for doing it?

(Indicate if you propose to develop guidelines for implementing an existing program.)

II. Describe the type of community, school, and population for which the program is being proposed.

III. a. State behaviorally broad unit product objectives.

b. State major process objectives to be used in accomplishing product objectives.

IV. Provide a brief rationale for both the product and process objectives.

V. Identify basic principles to be followed in implementing the model.

VI. Describe in detail program or curriculum design.

VII. Develop a topical outline of content to be covered at different grade levels (broad unit topics with major sub-topics under each unit).

VIII. Identify student-centered learning activities for accomplishing objectives and covering the content.

IX. Identify useful resource materials (provide complete footnote).

X. Describe staff organization, selection, and function (particular emphasis should be given to the superintendent's, principal's, counselor's and teacher's role and responsibility).

XI. Describe plans for:

a. inservice activities for staff,

b. supervision and follow-through,

c. supportive services, and

d. obtaining local commitment.

XII. Provide a time schedule for successfully planning, implementing, and carrying out the model.

XIII. Itemize financial resources needed for implementing the model.

XIV. Identify procedures and criteria for determining whether or not product objectives were accomplished.

APPENDIX E

Institute Number _____

STATEMENT OF INTENT

Name of Participant _____

Directions: Each participant in this institute is asked to develop a statement of intent and a general plan for a project, program, or service he will seek to initiate as a result of participation in this institute. If possible, develop this in time to present it to your work group for critique and suggestions. Seek suggestions and assistance from the institute staff and consultants.

Please prepare and leave a copy of this form with the institute director at the close of the institute. Two copies will be typed and mailed to you as soon as possible. You should present one of these to your State Director of Vocational Education for his information.

APPENDIX F

POST-TEST
Form 3

NOTE: Please Do Not Sign Your Name

Key: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

1.	The objectives of this institute were clear to me.	SA	A	?	D	SD
2.	The objectives of this institute were not realistic.	SA	A	?	D	SD
3.	The participants accepted the purposes of this institute.	SA	A	?	D	SD
4.	The objectives of this institute were not the same as my objectives.	SA	A	?	D	SD
5.	I have not learned anything new.	SA	A	?	D	SD
6.	The material presented seemed valuable to me.	SA	A	?	D	SD
7.	I could have learned as much by reading a book.	SA	A	?	D	SD
8.	Possible solutions to my problems were not considered.	SA	A	?	D	SD
9.	The information presented was too elementary.	SA	A	?	D	SD
10.	The speakers really knew their subject.	SA	A	?	D	SD
11.	I was stimulated to think about the topics presented.	SA	A	?	D	SD
12.	We worked together well as a group.	SA	A	?	D	SD
13.	The group discussions were excellent.	SA	A	?	D	SD
14.	There was little time for informal conversation.	SA	A	?	D	SD
15.	I had no opportunity to express my ideas.	SA	A	?	D	SD
16.	I really felt a part of this group.	SA	A	?	D	SD
17.	My time was well spent.	SA	A	?	D	SD
18.	The institute met my expectations.	SA	A	?	D	SD
19.	Too much time was devoted to trivial matters.	SA	A	?	D	SD

20. The information presented was too advanced. SA A ? D SD

21. The content was not readily applicable to the important problems in this area. SA A ? D SD

22. Theory was not related to practice. SA A ? D SD

23. The printed materials that were provided were very helpful. SA A ? D SD

24. The schedule should have been more flexible. SA A ? D SD

25. As a result of your participation in this institute, do you plan to modify either your present or future work? YES _____ NO _____

If YES, please describe the nature of the most important of such modifications and the activities which will be affected.

_____

_____

_____

_____

26. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them, i.e., to establish some continuing relation with a participant(s) and/or consultant(s), for the purpose of information exchange?

YES _____ NO _____

If YES, what types of information can the consultant or participant contribute that would be helpful to your work?

_____

_____

_____

27. To what extent were the objectives of this institute attained? _____

_____

_____

_____

28. In your opinion, what were the major strengths of this institute? _____

_____

_____

_____

29. In your opinion, what were the major weaknesses of this institute? _____

_____

_____

_____

30. If you were asked to conduct an institute similar to this one, what would you do differently from what was done in this institute? _____

_____

_____

_____

31. Additional comments about institute. _____

_____

_____

_____

_____

32. If you had it to do over again, would you apply for this institute which you have just completed? YES _____ NO _____ UNCERTAIN _____

33. If an institute such as this is held again, would you recommend to others like you that they attend? YES _____ NO _____ UNCERTAIN _____

APPENDIX G

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